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CONNECTICUT SCHOOL DOCUMENT

No 1—1908

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[20]

CONCERNING A COMPILATION OF THE LAWS RELATING TO EDUCATION

Resolved by this Assembly: That the secretary of the state board of education be and he is hereby authorized to compile and cause to be printed for distribution twenty-five hundred copies of the laws relating to education, including such laws relating thereto as shall be enacted at the present session of the general assembly.

Approved, March 14, 1907.

NOTE

This compilation includes all sections of the General Statutes of 1902 and later public acts pertaining to public schools and the duties of school officers.

Special Acts, under which several towns and districts are organized, are also given, pages 94-117.

At the margin of each section will be found the number of the same section in the General Statutes.

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CONSTITUTION OF CONNECTICUT

[ARTICLE EIGHT]

Of Education

§ 1 The charter of Yale College, as modified by agreement with the corporation thereof, in pursuance of an act of the General Assembly, passed in May, 1792, is hereby confirmed.

§ 2 The fund, called the SCHOOL FUND, shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the state, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained in such manner as the General Assembly may prescribe, published and recorded in the Comptroller's office; and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools, among the several school societies, as justice and equity shall require.

LAWS RELATING TO SCHOOLS

CHAPTER 1

State Board of Education

General Statutes Chapter 129 page 557

§ 1 The state board of education shall consist of seven members, of whom three shall constitute a quorum. The governor, lieutenant-governor, and the secretary of the state board of education shall be *ex officio* members of said board. The general assembly, on or before the first day of July, at each regular session, shall appoint two members of said board, one for the term of four years from the first of July of the year of his appointment and one for four years from the first of July of the year next after his appointment. Of the four members so appointed by the general assembly one shall be from each congressional district.[1]

G S sec. 2111 1849 1865 1886 1884 1887 Rev 1888 §§2095 2097 1889 ch 125 1893 ch 177 1895 ch 227

How constituted

Vacancies arising during a regular session of the general assembly shall be filled by appointment by the general assembly. Vacancies not filled by the general assembly shall be filled by appointment by the governor and lieutenant-governor.

Vacancies

The board shall appoint a secretary, who shall perform such services as the board may prescribe, and who shall be paid such salary as the board may determine.

Secretary

The board shall have power to hire necessary clerks, who shall assist the secretary and shall perform such duties as the board or the secretary shall prescribe.

Clerks

§ 2 The board shall have general supervision and control of the educational interests of the state;

G S sec 2112 1865 1883 1887 Rev 1888 §2096

May direct what books shall be used in all its schools, but shall not direct any book to be changed oftener than once in five years;[2]

[1] The members are paid their necessary expenses Gen Stat § 4811

[2] §§ 111, 125

Duties

Shall prescribe the form of registers[1] to be kept in said schools and the form of blanks and inquiries for the returns[2] to be made by the various school boards and committees;

Shall keep informed as to the condition and progress of the public schools in the state;

Teachers' meetings

And shall seek to improve the methods and promote the efficiency of teaching therein, by holding, at convenient places in the state, meetings of teachers and school officers, for the purpose of instructing in the best modes of administering, governing, and teaching public schools, and by such other means as they shall deem appropriate; but the expenses incurred in such meetings shall not exceed the sum of three thousand dollars in any year.

Report

Said board shall, on or before the Monday after the first Wednesday in January in each year, submit to the governor a report containing a printed abstract of said returns, a detailed statement of the doings of the board, and an account of the condition of the public schools, of the amount and quality of instruction therein, and such other information as will apprise the general assembly of the true condition, progress, and needs of public education.[3]

[1] Registers are supplied to public and private schools There is a special form for evening schools
Private schools must keep prescribed register § 20
For duties of teachers in connection with registers see § 215

[2] Returns to be made to state board of education see § 113
- *a* reports of school visitors § 113
  - including names of teachers and committees § 124
- *b* district reports by board of education § 62
  - reports of evening schools § 79
  - reports of private schools § 20
  - reports of eyesight tests § 5
  - number and names of children attending non-local high schools § 70
  - number and names of children conveyed to non-local high schools § 74
  - salaries of district superintendents § 131
  - average attendance in certain schools § 226

Blanks are supplied for all above returns and for reports of district committees to school visitors § 187

[3] Other powers and duties of the board not enumerated in this chapter are to
- *a* enforce law relating to attendance at evening schools § 78
- *b* enforce law relating to employment of children § 27
  - investigate and grant certificates of age in certain cases § 25
- *c* appoint public library committee § 262
- *d* order sanitary changes in schoolhouses § 280
- *e* examine teachers for county homes and appoint acting visitor for said schools § 90
- *f* relieve towns from maintaining evening schools § 81
- *g* appoint agents to act as superintendents in certain towns § 133
- *h* approve high schools in certain cases § 68 apply to comptroller for high school grant § 70
- *i* examine incorporated high schools and academies § 71
- *j* approve high schools to which children are conveyed § 72
  - apply to comptroller for high school conveyance grant § 74

§ 3 The duties of citizenship shall be taught in the public schools. The state board of education shall prepare and distribute to every school an outline of questions and suggestions relating to said subject, and said outline may be used in said schools.

1908 ch 96
Duties of citizenship

§ 4 The state board of education may, upon public examination in such branches and upon such terms as it may prescribe, grant a certificate of qualification to teach in any public school in the state, and may revoke the same. The certificate of qualification issued under this section shall be accepted by boards of school visitors, boards of education, and town school committees in lieu of any other examination.[1]

G S sec 2246
1884
Rev 1888 §2223
1895 ch 185
May grant certificates

§ 5 The state board of education shall prepare or cause to be prepared suitable test cards and blanks to be used in testing the eyesight of the pupils in public schools, and shall furnish the same, together with all necessary instructions for their use, free of expense, to every school in the state. The superintendent, principal, or teacher, in every school, during the fall term in the year 1904 and triennially thereafter, shall test the eyesight of all pupils under his charge according to the instructions furnished, and shall notify in writing the parent or guardian of every pupil who shall be found to have any defect of vision or disease of the eyes, with a brief statement of such defect or disease, and shall make written report of all such cases to the state board of education.

G S sec 2251
1899 ch 104
1901 ch 40
Eyesight of children to be tested

§ 6 The board may appoint an agent to secure the observance of the laws relating to the instruction of children, and such agent shall make written report of his work to the secretary semiannually.[2]

G S sec 2113
1883
Rev 1888 §2098
Appointment of agent

§ 7 It shall be the duty of the state board of education, and the school visitors, boards of education, and town school committees to enforce §§ 23, 24, and 25, and for that purpose the state board of education may appoint agents, under its supervision and control, for terms of not more than one year, who shall be paid not to exceed five dollars a day for time actually employed and necessary expenses, and whose accounts shall be approved by said board and audited by the comptroller. The agents so appointed may be directed by said board to enforce the provisions of the law requiring the attend-

G S sec 4707
1886 1887
Rev 1888 §1755
1893 ch 227 §6
Enforcement of child labor law

k approve superintendents in certain cases §§ 132 133
l apply to comptroller for state average attendance grant § 226
m make estimates Gen Stat §§ 63 64
n make reports Gen Stat §§ 199 203

[1] § 211: see §§ 67 118 195

[2] May inspect certificates of age § 24, and registers of private schools § 20, and if school accommodations are not supplied by towns appeal to selectmen § 49

ance of children at school[1] and to perform any duties necessary or proper for the due execution of the duties and powers of the board.[2]

G S sec 2214
1856 1867 1869 1888
Rev 1888 §2220
Account of library grant

§ 8 The state board of education shall keep an account of the money drawn and paid out for school libraries and philosophical apparatus pursuant to chapter xvi, and the comptroller shall annually audit such account.[3]

G S sec 2114
1865 1883
Rev 1888 §2099
Expenditures

§ 9 The board may expend such sum as may be necessary to perform the duties and execute the powers conferred upon it, and shall semiannually file with the comptroller a certified account of all state money received and expended during the preceding half year,[4] which account shall be audited by the comptroller. All orders for drawing state money shall be signed by the secretary and countersigned by a duly authorized committee of the board.

G S sec 2278
1849 1856
Rev 1888 §2245
Forfeitures may be remitted

§ 10 In all cases when a school in any district has been or shall be kept during a portion of the school year, but not according to law,[5] or when for any other cause there has been or shall be a forfeiture of moneys accruing from the school fund or annual state appropriation that would otherwise have been paid to any town or school district, the secretary of the state board of education shall, on application from such town or school district, examine into the facts of the case, and decide, according to equity, on the right of the applicants to receive the money so forfeited; and if he decides in favor of such right, and so certifies to the comptroller, the same shall be paid as if no forfeiture had occurred.

G S sec 2170
1889
Rev 1888 §2147
Forfeitures to be reported

§ 11 The secretary of the state board of education shall annually, in January, give to the comptroller, in writing, a list of the towns and districts which have incurred the forfeiture described in § 113, with the percentage of forfeiture in each case; and the comptroller, in making payment of school moneys aforesaid, shall deduct the amount of money which each town or district shall have forfeited under the provisions of said section.

Normal Schools

G S sec 2280
1849 1865 1872 1883 1884
Rev 1888 §2247
1889 ch 186
1893 ch 315

§ 12 The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at

[1] Chap ii
[2] May inspect certificates of age § 24, and registers of private schools § 20, and if school accommodations are not supplied by towns appeal to selectmen § 49
[3] page 66
[4] The fiscal year ends September 30, Gen Stat § 182 [5] § 44

the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district, in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

Maintenance

§ 13 The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

G S sec 2281
1849 1883 1885
Rev 1888 §2248
1889 ch 186 §2

Number and admission of students

§ 14 The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

G S sec 2282
1849 1865 1883
1885
Rev 1888 §2249
1889 ch 186 §3

Selection of students

§ 15 The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management;[1] shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of those schools and the doings of said board in connection therewith.

G S sec 2283
1849 1865 1883
Rev 1888 §2250
1889 ch 186 §4
1897 ch 35

Expenditures accounts reports

§ 16 Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

G S sec 2284
1849 1883
Rev 1888 §2251
1889 ch 186 §5

Model schools

[1] See § 43

Chapter II

Attendance, Employment, and Instruction of Children

General Statutes, Chapter 130, page 558

G S sec 2116
1650 1813 1821
1849 1872 1882
1885 1887
Rev 1888 §2102
1895 ch 134
1899 ch 19

§ 17 All parents and those who have care of children[1] shall bring them up in some lawful and honest employment, and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic, and United States history.[2]

Duties of parents and guardians

Every parent or other person having control of a child over seven and under sixteen years[3] of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, or while the school is in session where provision for the instruction of such child is made according to law, unless the parent or person having control of such child can show that the child is elsewhere receiving regularly thorough instruction during said hours and terms in the studies taught in the public schools.[4]

Children over fourteen years of age shall not be subject to the requirements of this section while lawfully employed at labor at home or elsewhere; but this provision shall not permit such children to be irregular in attendance at school while they are enrolled as scholars, nor exempt any child who is enrolled as a member of a school from any rule concerning irregularity of attendance which has been enacted or may be enacted by the town school committee, board of school visitors, or board of education, having control of the school.[5]

G S sec 2117
1882 1885 1887
Rev 1888 §2103

§ 18 Each week's failure on the part of a person to comply with any provision of § 17 shall be a distinct offense, punishable with a fine not exceeding five dollars.

Penalty

Excuses

Said penalty shall not be incurred when it appears that the child is destitute of clothing suitable for attending school, and the parent or person having control of such child is unable to provide such clothing, or its mental or physical condition is such as to render its instruction inexpedient or impracticable.

Complaint

All offenses concerning the same child shall be charged in separate counts in one complaint. When a complaint contains more than one count the court may give sentence on one or more counts and suspend sentence on the remaining counts.

Procedure

If at the end of twelve weeks from the date of the sentence it shall appear that the child concerned has attended school

[1] Words "those who have the care of children" equivalent to parents or guardians 59 Conn 489
Statute to receive a liberal construction 59 Conn 492
[2] See §§ 38 42 43 [3] §§ 122 218 221 [4] § 20 [5] § 111 See § 19

regularly during that time judgment on such remaining counts shall not be executed.

1903 ch 29
Child required to attend school until sixteen years of age, when

§ 19 Whenever the school visitor, town school committee, or board of education of any town or district shall by vote decide, or whenever the state board of education shall ascertain that a child over fourteen and under sixteen years of age has not schooling sufficient to warrant his leaving school to be employed, and shall so notify the parent or guardian of said child in writing, the parent or guardian of said child shall cause him to attend school regularly during the days and hours that the public school in the district in which said parent or guardian resides is in session, and until the parent or guardian of said child has obtained from said board of school visitors, town school committee, or board of education, or from the state board of education, if the notice shall have been given by the said state board of education, a leaving certificate stating that the education of said child is satisfactory to said visitors, town school committee, or board of education, or to said state board of education, as the case may be; provided, that said parent or guardian shall not be required to cause his child to attend school after the child is sixteen years of age. Each week's failure on the part of a person to comply with the provisions of this section shall be a distinct offense, punishable with a fine not exceeding five dollars, and the provisions of section 18 shall be applicable to all proceedings under this act.

1905 ch 36

G S sec 2118
1887
Rev 1888 §2104
Attendance at private schools

§ 20 Attendance of children at a school other than a public school shall not be regarded as compliance with the laws of the state requiring parents and other persons having control of children to cause them to attend school, unless the teachers or persons having control of such school shall keep a register of attendance in the form and manner prescribed by the state board of education for the public schools,[1] which register shall at all times during school hours be open to the inspection of the secretary and agents of the state board of education,[2] and shall make such reports and returns concerning the school under their charge to the secretary of the state board of education as are required from the school visitors concerning the public schools,[3] except that no report concerning expenses shall be required. The secretary of the state board of education shall furnish to the teachers or persons having charge of any school, on their request, such registers and blanks for returns as may be necessary for compliance with the provisions of this section.

[1] § 2 [2] §§ 6 7 [3] § 2

G S sec 2119
1842 1869 1871
1882 1885
Rev 1888 §2105
1899 ch 41

Employment of children under fourteen

§ 21 Every person who shall employ a child under fourteen years of age during the hours while the school which such child should attend is in session, and every person who shall authorize or permit on premises under his control any such child to be so employed, shall be fined not more than twenty dollars for every week in which such child is so employed.

G S sec 2120
1882 1885
Rev 1888 §2107
1901 ch 110

Penalty

§ 22 Every parent or other person, having control of a child, who shall make any false statement concerning the age of such child with intent to deceive the town clerk or registrar of births, marriages, and deaths of any town, or the teacher of any school, or shall instruct a child to make any such false statement, shall be fined not more than twenty dollars.[1]

G S sec 4704
1886
Rev 1888 §1753
1895 ch 118 §1

Employment of children under fourteen

§ 23 No child under fourteen years of age shall be employed in any mechanical, mercantile, or manufacturing establishment.

G S sec 4705
1886
Rev 1888 §1754
1895 ch 118
1901 ch 110 §§1 2 3

Certificate of age of child

§ 24 Every person or corporation employing a child under sixteen years of age in any mechanical, mercantile, or manufacturing establishment shall obtain a certificate showing that the child is over fourteen years of age. Such certificate shall be signed by the registrar of births, marriages, and deaths or by the town clerk of the town where there is a public record of the birth of the child, or by a teacher of the school which the child last attended, or by the person having custody of the register of said school.[2]

1905 ch 115

If a child was not born in the United States, the state board of education may investigate and, if it appears that said child is over fourteen years of age, may grant a certificate accordingly, and this certificate may be accepted as evidence of age. The parent or guardian of any child shall state, under oath, to the secretary or agent of the state board of education, the date of birth of the child, and shall present any family record, passport, or other documentary evidence which said board may require, showing the age of the child. The said secretary or agents may administer the oath required by this section.

Every employer or other person having control of any establishment or premises where children under sixteen years of age are employed, who shall neglect to keep on file the certificates described in this section or to show the same, with a list of the names of such children so employed, to the secretary or an agent of the state board of education, or to an agent of the board of school visitors, town school committee, or board of education, as the case may be, of the town in which the establishment or premises are located, when demanded during the usual business hours, shall be fined not more than one hundred dollars.

[1] § 24 [2] §§ 22 25

The fee for recording the birth of a child shall be fifteen cents, to be paid by the parent or guardian of the child. For a certificate of the record the fee shall be fifteen cents.

§ 25 If a child who has not attended school in this state was born in the United States, but no record of the date of birth can be obtained, or if the record of the date of birth of a child on a school register in one year is inconsistent with the record in another year, or if a child has not attended school in this state at least one term of twelve weeks, the state board of education may investigate, and, if it appears that the child is over fourteen years of age, may grant a certificate accordingly, and this certificate may be accepted as evidence of age in lieu of the certificate prescribed in section 24. When the parent or guardian applies for a certificate under the provisions of this section, he shall state under oath to the secretary or to an agent of the state board of education the date and place of birth, and shall exhibit upon request any family records or other papers showing the age of the child.

1903 ch 75

Certificates of age

§ 26 Every person acting for himself, or as agent of a mechanical, mercantile, or manufacturing establishment, who shall employ, authorize, or permit to be employed in such establishment any child, in violation of any provision of § 23 or § 24, shall be fined not more than sixty dollars, and every week of such illegal employment shall be a distinct offense; *provided,* that no person shall be punished under this section for the employment of any child, when at the time of such employment the employer shall obtain, and thereafter during such employment keep on file, the certificate provided for in § 24.

G S sec 4706
1886
Rev 1888
§§1754 2107
1895 ch 118 §2
1901 ch 110
§§4 5
See §2120

Penalty

§ 27 It shall be the duty of the state board of education, and the school visitors, boards of education, and town school committees to enforce §§ 23, 24, and 25, and for that purpose the state board of education may appoint agents, under its supervision and control, for terms of not more than one year, who shall be paid not to exceed five dollars a day for time actually employed and necessary expenses, and whose accounts shall be approved by said board and audited by the comptroller. The agents so appointed may be directed by said board to enforce the provisions of the law requiring the attendance[1] of children at school and to perform any duties necessary or proper for the due execution of the duties and powers of the board.

G S sec 4707
1886 1887
Rev 1888 §1755
1893 ch 227 §6

Enforcement of three preceding sections

§ 28 The school visitors or the town school committee in every town shall, once or more in every year, examine into the situation of the children employed in all manufacturing establishments, and ascertain whether all the provisions of this

G S sec 2121
1842
Rev 1888 §2108

[1] §§ 17–22

Report of violations of law

chapter are duly observed, and report all violations thereof to the proper prosecuting authority.

G S sec 2122
1865
Rev 1888 §2110

By-laws concerning truants

§ 29 Each city and town may make regulations concerning habitual truants from school and children between the ages of seven and sixteen years[1] wandering about its streets or public places, having no lawful occupation, nor attending school, and growing up in ignorance; and may make such by-laws, respecting such children, as shall conduce to their welfare and to public order, imposing penalties, not exceeding twenty dollars for any one breach thereof.

G S sec 2123
1865
Rev 1888 §2111

Truant officers

§ 30 Every town, and the mayor and aldermen of every city, having such by-laws, shall annually appoint three or more persons, who alone shall be authorized to prosecute for violations thereof. All warrants issued upon such prosecutions shall be returnable before any justice of the peace, or judge of the city or police court of the town or city.

G S sec 2124
1869 1877
Rev 1888 §2112
1899 ch 19

Arrest of truants

§ 31 The police in any city, and bailiffs, constables, sheriffs, and deputy sheriffs in their respective precincts, shall arrest all boys between seven and sixteen years of age, who habitually wander or loiter about the streets or public places, or anywhere beyond the proper control of their parents or guardians, during the usual school hours of the school term; and may stop any boy under sixteen years of age, during such hours, and ascertain whether he is a truant from school; and if he be, shall send him to such school.

G S sec 2125
1869 1873 1877
Rev 1888 §2113
1903 ch 92 §2
1901 ch 56

Truants committed to school for boys

§ 32 Every boy arrested three times or more under the provisions of § 31 shall be taken before the judge of the criminal or police court, or a justice of the peace in the city, borough, or town where such arrest is made; and if it shall appear that such boy has no lawful occupation, or is not attending school, or is growing up in habits of idleness or immorality, or is an habitual truant, he may be committed to any institution of instruction or correction, or house of reformation in said city, borough, or town, for not more than three years, or, if such boy be not less than ten years of age, with the approval of the selectmen, to the Connecticut school for boys.

G S sec 2126
1877
Rev 1888 §2114

Fees for arresting truants

§ 33 Officers other than policemen of cities shall receive for making the arrests required by §§ 31 and 32 such fees, not exceeding the fees allowed by law for making other arrests, as may be allowed by the selectmen of the town in which such arrests are made; but unless a warrant was issued by a judge of the criminal or police court, or by a justice of the peace, the officer shall, before receiving his fees, present to the selectmen of the town a written statement showing the name of each boy arrested, the day on which the arrest was made, and if the boy

[1] §§ 297 304

was returned to school the name or number of the school to which he was so returned.

§ 34 In all cases arising under the provisions of §§ 31, 32, or 33, a proper warrant shall be issued by the judge of the criminal court of the city, or by a justice of the peace in the borough or town, where such arrest is made; and the father, if living, or if not, the mother or guardian of such boy, shall be notified, if such parent or guardian can be found, of the day and time of hearing. The fees of the judge or justice shall be two dollars for such hearing; and all expenses shall be paid by the city, borough, or town in and for which he exercised such jurisdiction.

G S sec 2127 1869 Rev 1888 §2115

Warrant and hearing

§ 35 After the hearing in any such case such judge or justice of the peace may, at his discretion, indefinitely suspend judgment.

G S sec 2128 1869 Rev 1888 §2116

Judgment may be suspended

§ 36 Upon the request of the parent or guardian of any girl between seven and sixteen years of age, a warrant may be issued for her arrest in the manner and on the conditions provided in the preceding sections with respect to boys; and thereupon the same proceedings may be had as are above provided, except that said girl may be committed to the Connecticut industrial school for girls.[1]

G S sec 2129 1869 1876 Rev 1888 §2117 1899 ch 19

Vagrant girls committed to industrial school

§ 37 The selectmen of any town may appoint committees of school districts and janitors of school buildings, and other persons on nomination by the school visitors of the town or board of education of an incorporated school district, special constables. Said constables shall have power in the town in which they reside, and in adjoining towns when offenders have escaped thither, to arrest for truancy and other causes named in § 31, and for disturbance of schools and school meetings, and damage to school property, and to serve criminal process in all such cases.

G S sec 1840 1882 Rev 1888 §70

School committees and janitors as special constables

Chapter III

Duties of Towns

General Statutes Chapter 131 page 561

§ 38 Public schools shall be maintained for at least thirty-six weeks in each year in every town and school district.

G S sec 2130 1868 1870 1884 Rev 1888 §2118 1889 ch 6 1895 ch 119 1897 ch 101 1899 ch 54 §1

No town shall receive any money from the state treasury for any district unless the school therein has been kept during the time herein required; but no school need be maintained in any district in which the average attendance[2] at the school in

Number of weeks of school

[1] § 304

[2] Method of obtaining average attendance is prescribed in register

said district during the preceding year, ending the fourteenth day of July,[1] was less than eight.[2]

Studies

In said schools shall be taught, by teachers found duly qualified,[3] reading, spelling, writing, English grammar, geography, arithmetic, and United States history, and such other studies, including elementary science and training in manual arts, as may be prescribed by the board of school visitors, or town school committee.

Age of admission

The public schools of every town and district shall be open to children over five years of age without discrimination on account of race or color,[4] but school visitors, town school committees, and boards of education, may, by vote at a meeting duly called, admit to any school children over four years of age.

G S sec 2131
1886
Rev 1888 §2120
1899 ch 54 §2
Kindergartens

§ 39 Any town or school district may establish and maintain kindergartens which shall be open to children over three years of age.

G S sec 2148
Who may employ teacher

§ 40 Any town, unless otherwise provided, may direct the school visitors to employ the teachers for all public schools of the town for such terms of the schools as it may specify.[5]

1903 ch 96
Duties of citizenship

§ 41 The duties of citizenship shall be taught in the public schools. The state board of education shall prepare and distribute to every school an outline of questions and suggestions relating to said subject, and said outline may be used in said schools.

G S sec 2134
1884
Rev 1888 §2123

Instruction in music

§ 42 Any town, at its annual meeting, may direct its school visitors or town school committee to employ one or more teachers to give instruction in the rudiments and principles of vocal and instrumental music in its several schools, and the salary of such teachers shall be paid by such town.

G S sec 2162
1886
Rev 1888
§§2100 2141
1893 ch 157
1901 ch 81

Effects of alcohol and narcotics to be taught

§ 43 Hygiene, including the effects of alcohol and narcotics on health and character, shall be taught as a regular branch of study to pupils above the third grade in public schools; and, in grades above the fifth, text-books treating of the effects of alcohol and narcotics on the human system shall be used. This section shall apply to classes in ungraded schools corresponding to the grades designated herein, but shall not

[1] § 232 [2] §§ 48 239 [3] §§ 60 67 11 8 195
[4] A child is entitled to school privileges in a district if he is residing there 59 Conn 491 See §§ 17 218 [5] § 137

include high schools. Normal and teachers' training schools shall give instruction on the subjects prescribed in this section and concerning the best method of teaching the same.[1]

§ 44 Whenever the comptroller shall be satisfied that any town or district has failed to comply with the requirements of § 43, he may withhold from such town or district the whole or any part of the school dividend.[2]

G S sec 2163
Rev 1888 §2100
1893 ch 157
§1901 ch 81 §6
Comptroller may withhold school money

§ 45 Any town at its annual meeting may direct the school visitors, town school committee, or board of education to purchase, at the expense of said town, the text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as the school visitors, town school committee, or board of education may prescribe.

G S sec 2135
1867 1886
Rev 1888 §2124
1889 ch 17
Text-books and supplies

§ 46 Any town at its annual meeting may direct the school visitors, town school committee, or board of education to purchase, at the expense of said town, the text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as the school visitors, town school committee, or board of education may prescribe. Whenever twenty legal voters shall so petition, the vote to determine whether the said school officers shall purchase text-books and supplies as hereinbefore provided shall be by ballot, and every ballot cast shall be inclosed in the official envelope provided for ballots for town officers. Those electors who are in favor of directing said school officers to so purchase text-books and supplies shall deposit a ballot with the words "Free text-books Yes" written or printed thereon, and those who are opposed shall deposit a ballot with the words "Free text-books No" written or printed thereon. The ballots cast shall be examined, sorted, and recorded, and the result declared in the manner provided by law, and if the majority of the ballots so given in bear the words "Free text-books Yes," said school officers shall purchase such text-books and supplies as hereinbefore provided.

1907 ch. 40
Towns may vote to furnish free text-books and supplies, when

§ 47 Whenever an acting school visitor shall find that any pupils in the public schools are not supplied with the prescribed text-books, and in the opinion of said acting school visitor the

G S sec 2136
1897 ch 27

[1] § 210 [2] § 10

Text-books to be provided by town

parents of the pupils are unable to buy the required books[1] the said acting visitor shall purchase the said books, and shall certify the cost of the same to the selectmen, or the town school committee, as the case may be, who shall draw an order on the town treasurer for the payment of the bill.

1903 ch 210 §1

School accommodation must be furnished

§ 48 Every town in which a school has been discontinued[2] shall furnish, whenever necessary, by transportation or otherwise, school accommodations so that every child over seven and under sixteen years of age can attend school as required in section 17. If any town refuses or neglects to furnish such accommodations, the parent or guardian of any child who is deprived of schooling, or any agent or officer whose duty it is to compel the observance of the laws concerning attendance at school, may, in writing, request a hearing by the town school committee, board of school visitors, or board of education, as the case may be, and said officers shall give such person a hearing within ten days after receipt of his written request therefor, and shall make a finding within ten days after said hearing.

Hearing

1903 ch 210 §2

Appeal

§ 49 Any parent, guardian, or officer aggrieved by said finding may take an appeal therefrom to the board of selectmen, which shall give a public hearing in the town in which the cause of complaint arises. If it appears that any child is illegally or unreasonably deprived of schooling, said board shall

[1] §§ 111 186 [2] §§ 38 239

The general assembly of 1905 passed an act concerning free text-books and school supplies as follows :—

Every town which has not heretofore directed its school visitors, town school committee, or board of education to purchase, at the expense of the town, the text-books and other school supplies used in the public schools of said town shall, at its annual town meeting in 1905, vote by ballot to determine whether the said school officers shall purchase text-books and supplies under the provisions of section 2135 of the general statutes. At the said annual town meeting in 1905, the selectmen shall provide a ballot box plainly marked "free text-books," and in towns divided into wards or voting districts, for annual town meetings, a ballot box marked as aforesaid shall be provided at each of such wards or voting districts. Those electors who are in favor of directing the said school officers to purchase text-books and supplies under the provisions of said section shall deposit in said ballot box a ballot with the words "free text-books yes" written or printed thereon, and those who are opposed shall deposit a ballot with the words "free text-books no" written or printed thereon. The ballots cast shall be examined, sorted, and counted, and the result declared, in the manner provided by law, and if a majority of the ballots so given in, have the words "free text books yes," said school officers shall purchase such text-books and supplies under the provisions of said section.

Under the provisions of this act 72 towns voted yes and 45 no.

require the proper school officer to make arrangements to enable the parent or guardian to comply with the provisions of section 17.

§ 50 Except as provided in § 195 the selectmen shall have the management of any property pertaining to schools and belonging to the town; shall lodge with the treasurer all bonds, leases, notes, and other securities, which have not been, or shall not be, intrusted to others by the grantor, the general assembly, or the town; shall pay to the treasurer all money which they may collect and receive for the use of schools. They shall cause the boundary lines of school districts to be entered on the records of the town, designate the time, place, and object of holding the first meeting in a new district, and shall perform all other lawful acts required of them by the town, or necessary to carry into full effect the powers of towns with regard to schools.[1]

G S sec 2138
1856 1867
Rev 1888 §2126
Duties of selectmen

§ 51 The governor shall annually, in the spring, designate by official proclamation an arbor and bird day, to be observed in the schools, and in such other way as shall be indicated in such proclamation.

G S sec 1438
1886
Rev 1888 §1756
1899 ch 14
Arbor and bird day

§ 52 The selectmen shall provide every schoolhouse in which a school is maintained within their respective towns with a United States flag of silk or bunting, not less than four feet in length, and a suitable flagstaff, or other arrangement whereby such flag may be displayed on the schoolhouse grounds every school day when the weather will permit, and on the inside of the schoolhouse on other school days, and renew such flag and apparatus when necessary.

G S sec 2139
1898 ch 208 §1
Flags for schoolhouses

§ 53 The governor shall annually in the spring designate by official proclamation the fourteenth day of June as flag day and suitable exercises having reference to the adoption of the national flag shall be had in the public schools on that day or in case that day shall not be a school day on the school day preceding or on such other days as the school visitors, board of education or town school committee shall prescribe.

G S sec 2140
1898 ch 208 §2
1905 ch 146
Flag-day exercises

§ 54 If any board of selectmen shall wilfully refuse or neglect to provide the flag or apparatus required by § 52, or to renew such flag or apparatus, when necessary, for a period of thirty days after the reception by them of written notice signed by a school visitor, a member of the town school committee or board of education, or a resident of the school district in which the said school is located, that said schoolhouse is not provided with such flag or apparatus, or that such flag or apparatus should be renewed, each of such board of selectmen who has so received notice shall be fined not more than ten dollars.

G S sec 2141
1897 ch 99
Penalty for selectmen neglecting to provide flag

[1] §§ 138 139

G S sec 2157
1856
Rev 1888 §2125

School fund treasurer

§ 55 Every town holding any permanent funds receiv from any school society or district shall annually elect, l ballot, a school fund treasurer, who shall have charge of suc funds, keep a separate account of the same, and give bond with surety to the satisfaction of the selectmen, for the faithfu discharge of the duties of his office.[1]

G S sec 1796
1881 1882 1885
1886
Rev 1888 §28
1901 ch 10

Warnings of town city borough and other meetings

§ 56 The warning of every town meeting, annual o special, and of every meeting of a city, borough, school society school district, or other public community, or of an ecclesiastica society, or of proprietors of common fields, shall specify th objects for which such meeting is to be held. A printed or written warning of any town meeting, signed by the selectmen, or a majority of them, and set upon the signposts in the town, or printed in a newspaper published in said town, at least five days previous to holding the meeting, including the day that notice is given, but not including the day of holding said meeting, shall be sufficient notice thereof, except in those towns where such warning is directed by special charter provision to be otherwise given; but any town may, at an annual meeting, designate any other place or places, in addition to the signposts, at which such warnings shall be set up, and the selectmen shall, on or before the day of such meeting, cause a copy of every such warning to be left with the town clerk, who shall record the same.[2]

[1] § 97

[2] Both warning and notice are requisite for legal meeting. 4 Day 62; 5 Conn 391; 37 Conn 392; 44 Conn 157; 52 Conn 483; 58 Conn 488; 60 Conn 165.

Warning is to be affirmatively proved. 8 Conn 247. Town clerk's record that meeting was legally warned is *prima facie* evidence thereof. 25 Conn 555.

The hour of meeting presumed to be a proper hour. 13 Conn 227.

The notice should fairly state the purpose of meeting. 13 Conn 227; 15 Conn 327; 36 Conn 83; 53 Conn 577; 58 Conn 488.

The town may act within the limits of the warning. 55 Conn 245.

The statute prescribed method of notice, while by its vote the society prescribed more general notice.

Held that the society vote was merely directory. 15 Conn 327.

A validating act of the general assembly cures all defects incident to the act validated. 52 Conn 45.

Town has no inherent legal powers. 32 Conn 47.

The warning needs no address, but addressed "to the inhabitants" is valid. 32 Conn 47.

Clerk's certificate imports verity only as to matters of lawful consideration. 44 Conn 158; 51 Conn 22.

Five days before the meeting, means five days before the day of meeting. 51 Conn 22.

A meeting illegally warned voted a guarantee; a subsequent legal meeting voted "to let conditions of former vote remain as they now stand."

Held not to be a ratification. 51 Conn 22.

The town is not stopped by erroneous record of town clerk, as against one acting under it. 51 Conn 22.

Meeting voted to adjourn "to Wednesday evening"; *held* to mean the next Wednesday. 52 Conn 45.

Town may by acquiescence ratify unauthorized act of selectmen. 59 Conn 447.

CHAPTER 138, PUBLIC ACTS OF 1907

An Act Amending an Act Concerning the Warnings of Town, City, Borough, and other Meetings

This Act amends Section 56 on the opposite page

SECTION 1. Section 1795 of the general statutes is hereby amended to read as follows: The warning of every town meeting, annual or special, and of every meeting of a city, borough, school society, school district, or other public community, or of an ecclesiastical society, or of proprietors of common fields, shall specify the objects for which such meeting is to be held. Notice of a town meeting shall be given by setting upon the signposts in the town and at such other place or places as may be designated as hereinafter provided, a printed or written warning signed by the selectmen, or a majority of them, and by publishing a like warning in a newspaper published in said town or having a circulation therein, such posting and such publication to be at least five days previous to holding the meeting, including the day that notice is given, but not including the day of holding said meeting; but any town may, at an annual meeting, designate any other place or places, in addition to the signposts, at which such warnings shall be set up, and the selectmen shall, on or before the day of such meeting, cause a copy of every such warning to be left with the town clerk, who shall record the same. Notice of a meeting of a city, borough, or school society shall be given by setting upon the signposts within the limits of such city, borough, or society, or at such place or places as may be designated by special charter provision, a written or printed warning signed by the mayor or clerk in the case of a city, the warden or clerk in the case of a borough, and the committee, or a majority thereof, in the case of a school society, and by publishing a like warning in a newspaper published within the limits of such city, borough, or school society, or having a circulation therein, at least five days previous to holding the meeting, including the day that notice is given but not including the day of holding said meeting; provided, that the committee of a school society having an enumeration of less than one hundred may, on giving notice by posting, in its discretion, omit the publication of the warning in a newspaper as above prescribed.

towns in which they are situated, shall be and remain school districts of said towns, with all the powers and duties of school districts, as specified in this title;[3]

Boards of education; powers and duties

[1] Effect of statute illustrated. 55 Conn 144.

[2] Property held in trust by bequest not affected by the statute. 39 Conn 63.

[3] Chapter xi page 41

Held not to be a ratification. 51 Conn [illegible]

The town is not stopped by erroneous record of town clerk, as against one acting under it. 51 Conn 22.

Meeting voted to adjourn "to Wednesday evening"; *held* to mean the next Wednesday. 52 Conn 45.

Town may by acquiescence ratify unauthorized act of selectmen. 59 Conn 447.

Chapter IV

Transfer of the Property and Obligations of School Societies to Towns

General Statutes, Chapter 133, page 565

§ 57 All debts, obligations, or pecuniary trusts, of any school society, heretofore existing, which pertain to schools, shall remain in force against the town or towns in which such society was situated.

G S sec 2151
1856
Rev 1888 §3127
Debts of school societies; liability of towns

§ 58 The records of school societies shall be deposited and forever kept with the records of the towns in which such societies were situated; and where any school society lay within the limits of two or more towns, with the records of the town in which the greater part of its territory lay; and said records, whether they appear to have been made at a meeting held in pursuance of a warning or otherwise, or whether informal or otherwise, provided the same can be clearly understood, are validated and confirmed.[1]

G S sec 2152
1856 1860
Rev 1888 §3128
Records of school societies

§ 59 All property heretofore held for school purposes by school societies shall vest in the towns in which such societies were situated, to be held by such towns for the same purposes. Where there were two or more school societies in a town, any of which had a permanent fund for the support of schools, such fund shall be held in trust by said town, for the support of schools for the inhabitants of the territory formerly embraced within such society; and where any school society lay within the limits of two or more towns, and had any permanent fund, it shall be divided between such towns, and each shall hold its portion in trust for the support of schools for the inhabitants of that portion of such society lying within its limits; and the indebtedness of any such society shall be apportioned in the same manner between said towns. Such distribution or apportionment shall be made by the selectmen of said towns and if they cannot agree, then upon application of the selectmen of either town, and notice to the other, by a committee of three disinterested persons appointed by the superior court in the county in which either town is situated, who shall report to said court, which report, when accepted, shall be final; and such agreement or report shall be recorded upon the records of each town.[2]

G S sec 2153
1856
Rev 1888 §3129
Property of school societies

§ 60 School societies heretofore organized under the act of 1855, entitled "An act in addition to and in alteration of an act concerning education," which are not coextensive with the towns in which they are situated, shall be and remain school districts of said towns, with all the powers and duties of school districts, as specified in this title;[3]

G S sec 2154
1856 1867 1878
Rev 1888 §3130
1889 ch 47 §3
Boards of education; powers and duties

[1] Effect of statute illustrated. 55 Conn 144.
[2] Property held in trust by bequest not affected by the statute. 39 Conn 63.
[3] Chapter xi page 41

Except that each shall annually choose on the third Monday of September, instead of a district committee, a board of education consisting of six or nine persons, who shall be chosen by ballot, one-third to be chosen each year, to serve for three years and until others are elected in their places. That number of persons sufficient to fill the board who have the highest number of votes shall be elected.

Said board shall have all the powers and be subject to all the duties of district committees,[1] and shall also have the general superintendence of the public schools in the district and the management of its property;

Shall lodge all bonds, leases, notes, and other securities, with the treasurer of said district, unless the same have been intrusted to others by the grantors, or the general assembly;

Pay into the treasury of the district all moneys which they may receive for the support of schools;

Determine the number and qualifications of the scholars to be admitted into each school;

Supply the requisite number of qualified teachers;[2]

Ascertain annually, during the first two weeks of September, the expense of maintaining the schools under their superintendence during the year ending the fourteenth day of the previous July,[3] and report the same, with the amount of moneys received towards the payment thereof, to the district, at a meeting to be held on the third Monday of September in each year; shall, at the same time, make a full report of their doings, and the condition of such schools, and all important matters concerning the same;

And shall perform all lawful acts required of them by the district, or necessary to carry into effect the powers and duties herein defined.

All existing school societies, in which school districts have been or may be abolished, may avail themselves of the privileges specified in this section.[4]

Special laws relating to particular societies or districts shall not be affected by this section.[5]

G S sec 2156
1856
Rev 1888 §2131

§ 61 The property of the school societies specified in § 60 shall not be affected by the provisions of this title.

[1] Chapter xiii page 55 [2] §§ 38 119 [3] 232

[4] Districts which availed themselves of the provisions of this chapter were city district of New Haven (see page 103), Westville district of New Haven, Middletown city district, Norwich central district, Norwich town street district, Norwich Falls district (see page 107), Waterbury city district (see page 112), for Orange union district (see page 111, New Haven, Waterbury, and Norwich Falls districts are now managed under special charters

[5] See chapter xxv page 94

§ 62 The board of education, appointed by any school district organized under the provisions of § 60, shall, within said district, possess all the powers and be subject to all the duties of school visitors in the several towns;[1]

Property not affected by this title

G S sec 2156 1858 Rev 1888 §2132

Shall make their annual report to the secretary of the state board of education, and send their returns and certificates directly to the comptroller;

Powers of board of education

May appoint an acting school visitor in said district, who shall possess, within said district, all the powers and be subject to all the duties of similar officers appointed by school visitors.[2] The authority of the board of school visitors of the town in which said district is situated shall extend only to the remaining portion of said town; and their returns and certificates shall include only the children of such remaining portion.

§ 63 The comptroller, on application of the board of education of such district, shall draw an order on the treasurer in favor of such district for the proportionate amount to which such district may be entitled of all moneys appropriated by law for the benefit, support, and encouragement of public schools, as is provided in respect to towns;[3] and the town in which said district is situated shall be entitled to receive only its proportionate amount of such public money for the children in the remaining portion of said town.

G S sec 2157 1858 Rev 1888 §2133

Apportionment of public money

§ 64 In every school district in which a board of education is required by law to be elected by ballot, the ballot boxes shall be open for the reception of votes, in districts having less than four hundred voters, three hours and not longer; in districts having over four hundred and less than one thousand voters, five hours and not longer; and no box for the reception of ballots shall remain open later than half past eight in the afternoon of the day of such election.

G S sec 2158 1885 Rev 1888 §2134

Procedure in electing boards of education

Chapter V

High Schools

General Statutes, Chapter 138, page 582

§ 65 Any town may establish and maintain a high school within its limits, and for such purposes purchase, receive, hold, and convey any property, build and repair schoolhouses, lay taxes, and make contracts and adopt regulations for the management of such school.[4]

G S sec 2236 1856 Rev 1888 §2215 See §§2130 2145

May be established by towns

[1] Chapter viii page 26
[2] § 101 [3] § 207
[4] For organization of Norwalk High School see page 107

G S sec 2237
1861
Rev 1888 §2216
1889 ch 181
1893 chs 128
152
Committee how chosen

§ 66 Any town which is not a consolidated district may choose by ballot at its annual town meeting a committee[1] of three, four, or five residents of the town, who shall have all such powers and be subject to such duties in relation to such schools as are by law imposed upon district committees in relation to district schools.[2] If the number to be chosen is three or four, no person shall vote for more than two; if five, for not more than three. The number of persons sufficient to fill the committee who have the highest number of votes shall be elected. In case of a tie that person whose name stands first or highest on the greatest number of ballots shall be elected.

G S sec 2238
1856 1861
Rev 1888 §2217
1889 ch 181
1893 chs 128
152

Duties of town school committee and school visitors

§ 67 When any town shall maintain any such high school, the board of school visitors or town school committee, as the case may be, shall prescribe rules for the admission of scholars, and for their studies, books, and classification;

Examine all candidates for teachers in such school and give to those of satisfactory moral character, literary attainments, and ability to teach, a certificate stating what branches they are found capable of teaching;

Visit such school at least twice during each term;

May revoke the certificate of any teacher, at any time, for the causes provided in § 210.

In towns having no town school committee the school visitors may appoint a high school committee whenever the town fails to elect one; and such committee, so appointed, shall have the same powers and duties as if appointed by the town.[3]

G S sec 2239
1897 ch 249 §1

Tuition, when paid by town

§ 68 Any town in which a high school is not maintained shall pay the whole or any part of the tuition fee of any child who resides with his parents or guardian in said town, and who, with the written consent of the school visitors, or town school committee, attends a high school in another town, *provided* that the high school shall be approved by the state board of education. Such tuition fees shall be paid annually by the town treasurer upon the order of the chairman of the board of school visitors or town school committee.

G S sec 2240
1897 ch 249 §2
1899 ch 71
1901 ch 86

Reimbursement in part by state

§ 69 Every town shall annually in July receive from the treasurer of the state an amount equal to two-thirds of the aggregate of the sums which have been actually paid by the town for tuition fees under the provisions of § 68; *provided* that not more than thirty dollars shall be paid by the state for each scholar attending from any town.

G S sec 2241
1897 ch 249 §3

§ 70 The number and names of the children so attending high schools in towns other than those in which they reside,

[1] § 97 [2] Chapter xiii page 55 May employ and dismiss teachers § 119
[3] §§ 65 87

and the high schools which they have attended, shall, on or before the first day of July in each year, be certified under oath by an acting school visitor of the town in which the pupils reside to the state board of education.[1] The comptroller shall, on application of said board, draw an order on the treasurer in favor of the town for the amount provided in § 69.

Number and names of children to be reported

1908 ch 187

§ 71 The state board of education may examine any incorporated or endowed high school or academy in this state, and, if it appears that said school or academy has a satisfactory high school course of study and sufficient equipment for high school instruction, said board shall approve said school or academy under the provisions of this chapter, and any town in which a high school is not maintained shall pay the whole or a part of the tuition fee of scholars attending such school or academy, and such town shall be reimbursed therefor by the state under the terms and conditions of this chapter.

Incorporated and endowed high schools may be approved by state board of education

1907 ch 90

§ 72 Any town in which a high school is not maintained shall pay the reasonable and necessary cost of railway or other transportation of any child who resides with his parents or guardian in said town and who, with the written consent of the school visitors or town school committee, attends a high school in another town; *provided,* that such high school be approved by the state board of education. Such necessary and reasonable cost of railway or other transportation shall be paid annually by the town treasurer upon the order of the chairman of the board of school visitors or town school committee.

1908 ch 182 §1

Cost of transportation must be paid by town

§ 73 Every town shall, annually, in July, receive from the treasurer of the state an amount equal to one-half of the aggregate of the sums which have actually been paid by the town for transportation under the provisions of § 72; *provided,* that not more than twenty dollars shall be paid by the state for each scholar conveyed.

1908 ch 182 §2

Town reimbursed in part

§ 74 The number and names of the children so conveyed to high schools in towns other than those in which they reside, the names of the high schools which they have attended, and the amount paid by the town for the conveyance of each child shall, on or before the first day of July in each year, be certified to the state board of education by an acting school visitor, under oath, of the town in which the children reside. On application of said board the comptroller shall draw an order on the treasurer of the state in favor of the town for the amount provided in § 73.

1908 ch 182 §3

Report to state board of education

Order

[1] Blanks are furnished by state board of education; see note § 2

1907 ch 36
Town may provide for transportation of high school pupils

§ 75 Any town in which a high school is maintained may, at any annual or special meeting, authorize and instruct the high school committee, board of school visitors, or town school committee, as the case may be, to provide for the transportation, to and from such school, of any pupil attending such school and residing within the limits of such town, or pay the whole or a part of the reasonable and necessary cost thereof.

Chapter VI

Evening Schools

G S sec 2145
1885
Rev 1888 §2119
1893 ch 227
1895 ch 210 §1
1908 ch 135

Evening school in larger towns

§ 76 Every town and school district having ten thousand or more inhabitants shall establish and maintain evening schools for the instruction of persons over fourteen years of age, in such branches as the proper school authorities of the town or district shall prescribe;[1] and on petition of at least twenty persons over fourteen years of age for instruction in any one study usually taught in a high school, which persons are, in the opinion of the board of school visitors, town school committee, or board of education, competent to pursue high school studies, said town or district shall provide for such instruction; but this section shall not apply to a district located in a town which maintains such schools.

G S sec 2146
1885
Rev 1888 §2128
1893 ch 227 1895 ch 210 §2

Management of evening schools

§ 77 Boards of school visitors, town school committees, or boards of education, as the case may be, shall provide rooms, examine, employ, and pay, the teachers, and shall have all the powers and duties in relation to evening schools that are by law conferred on them in connection with day schools.

G S sec 2147
1893 ch 227
1895 ch 210 §3

Employment of child not attending evening school; penalty

§ 78 No person over fourteen and under sixteen years of age, who cannot read and write, shall be employed in any town where public evening schools are established unless he can produce every school month of twenty days a certificate from the teacher of an evening school showing that he has attended such school eighteen consecutive evenings in the current school month, and is a regular attendant. Every person who shall employ a child contrary to the provisions of this section shall be fined not more than fifty dollars, and the state board of education shall enforce the provisions of this section as provided in § 27.

G S sec 2148
1885
Rev 1888
§§2139, 2140
1893 ch 227
1895 ch 210 §4

§ 79 The board of school visitors, or town school committee, as the case may be, of any town or the board of education in any district, wherein such evening schools are established and maintained, shall annually, on the first Monday in July, certify to the comptroller the average number of scholars attending

[1] § 38

such schools within the current school year, and the comptroller shall thereupon draw his order on the treasurer of the state in favor of such board of education, board of school visitors, or town school committee, for the use of such schools, in the sum of two dollars and a quarter for each scholar included in the number so certified, and the treasurer shall pay the same upon presentation. No money shall be paid under the provisions of this section unless such evening schools have been maintained for at least seventy-five sessions in each school year, nor until the board of school visitors, board of education, or town school committee has reported to the state board of education concerning the condition and progress of said schools.[1]

Public money for evening schools

G S sec 2149
1895
Rev 1888 §2119
1893 ch 227
1895 ch 210 §6

§ 80 Any town of less than ten thousand inhabitants may at its annual town meeting, or at a meeting warned for that purpose, vote to establish evening schools under the provisions of §§ 76, 77, and 79.

Establishment of evening schools in smaller towns

G S sec 2150
1895 ch 210 §5

§ 81 If any board of school visitors, board of education, or town school committee, shall deem it inexpedient or impracticable to establish a school under the provisions of this chapter and shall, on or before the fifteenth of October in any year, apply in writing to the state board of education to be relieved from the provisions of this chapter, and if said board shall, upon investigation, find the application to be reasonable, and shall so state in writing, the town or district so applying by its board of visitors, board of education, or town school committee, shall not be subject to the provisions of § 76 until the beginning of the school year following the date of the application.

When towns may be relieved from establishing

Chapter VII

Free Public Schools for Instruction in the Principles and Practice of Trades.

1907 ch 250 §1

§ 82 Any town or school district may by vote of such town or district, establish and maintain a free public school for instruction in the principles and practice of such distinct trades as may, with the approval of the state board of education, be designated by the board of school visitors, town school committee, or board of education of such town, or the district committee of such district. Such school shall be open, under such rules as may be prescribed by said school officers, to all residents of this state; but no child under sixteen years of age shall be admitted to any such school who has not completed the studies of the eighth grade in the public schools of the town in which said school is located, or an equivalent course of study

How school may be established
Terms of admission

[1] Blanks are furnished: see note § 2

approved by said school officers. Said school officers shall make rules and regulations with reference to the management of said school, not inconsistent with the provisions of this act. The instructors in any such schools shall be experts in the trades respectively taught by them.

1907 ch 250 §3 Two or more towns may unite in establishing school

§ 83 Two or more towns may, by vote of each of said towns, unite for the purpose of forming a trade school district and establishing schools under the provisions of this act, and the school officers of the towns so united may make all arrangements, agreements, and regulations necessary to the organization and maintenance of such trade school district. The said school officers of each of the towns constituting such district shall appoint one of their number to be a member of the trade school committee of such district, and the committee so appointed shall be a joint committee on behalf of the several towns constituting the district. Each town shall be entitled to one vote in said committee. Every district organized under the provisions of this section shall continue for at least five years, but at the end of said period of five years any town may dissolve said district by withdrawal therefrom, by vote of such town; provided, that notice of the intention to so withdraw shall be given in writing to each of the other towns comprising said district at least three months before the termination of said period.

1907 ch 250 §3 Powers and duties of state board of education. Reports. Payments by state

§ 84 The buildings, equipment, and courses of study, and the qualifications of the teachers of every trade school established as hereinbefore provided shall be subject to the approval of the state board of education; and the attendance at each such school, together with special reports upon the specific work done and the actual results of instruction therein, shall be annually certified, under oath, on or before the first Monday in July, by the secretary of the board of school visitors, town school committee, board of education, district committee, or trade school district committee, as the case may be, to said state board of education; and no payments shall be made by the state on account of such school, as hereinafter provided, unless said certificate has been filed with and approved by said state board of education, and unless application for state aid for said school has been made to the board of control by said secretary and approved by said board of control.

1907 ch 250 §4 Amount expended to be certified to Comptroller Comptroller to draw order on treasurer

§ 85 The board of education or board of school visitors of any town, or the committee of any town, school district, or trade school district wherein a trade school has been established under the provisions of this act shall, annually, on the first

Monday in July, certify to the comptroller the amount expended within said school year for the maintenance and support of said school, and the comptroller shall, upon application of the state board of education, draw his orders on the treasurer in favor of said board of education, board of school visitors, or committee for a sum equivalent to one-half the amount so certified as having been expended for such support and maintenance; provided, that the amount so paid by the state under the provisions of this section shall not, in any one year, exceed, in the aggregate, fifty thousand dollars; and provided, further, that said sum shall be expended toward the support and maintenance of not more than two such schools, and, if application is made in behalf of more than two such schools, the board of control shall designate the two such schools for the support and maintenance of which such payments shall be made.

Chapter VIII

Schools at Temporary Homes

General Statutes, Chapter 168, page 717

G S sec 2800
1886
Rev 1888 §3663
Extra expense of town or district paid by county

§ 86 The necessary extra expense incurred by any town or school district in providing school accommodations and instruction for the inmates of any temporary homes located therein shall be paid by the county.

G S sec 2801
1886
Rev 1888 §3664
Managers to fix necessary expenses

§ 87 The board of managers of temporary homes in any county shall be the judge of what are necessary extra expenses, under § 86 for school accomodations and instruction for inmates of temporary homes located therein, and no such expense shall be allowed or collected of such county unless it shall have been incurred with the approval of such board, nor until the account of the same shall have been audited and approved by such board.

1903 ch 200
Children in county homes, how enumerated

§ 88 Children committed to county homes shall be enumerated in the towns or districts in which said county homes are located, but children placed by the officers of said homes in families shall be enumerated only in the towns or districts in which said families reside. The enumerator of the town or district in which the county home is located shall make a separate list of the children in the county home and certify said list to the school visitors or town school committee as the case may be.

G S sec 2859
1895 ch 222 §2
Establishment of schools

§ 89 The county commissioners may establish schools at the county homes if in their opinion it is for the interest of the children. In case the county commissioners establish and maintain such a school in any county the treasurer of the town

in which the school is located shall pay to the county commissioners from the amount paid to the town by the comptroller that proportionate part which was derived from the enumeration of the children in the county home. Said commissioners shall apply the sum so determined to the payment of teachers, and to no other purpose. Said schools shall be open during the same days, hours, and terms as the schools in the district or town in which the school is located, and the branches taught shall be those prescribed by the proper school officers for the schools of the town.

G S sec 2260
1895 ch 223 §3

Employment of teachers

§ 90 The county commissioners may employ and pay as teachers of the schools at the county homes persons found qualified as provided in this section, and shall provide books for the children and apparatus for teaching. The state board of education shall examine the persons employed by the county commissioners, and if the candidates are found qualified in respect of character, education, and teaching ability, may give them certificates authorizing them to teach in said schools, and said board may revoke such certificates, and the county commissioners shall not employ any person who does not hold such certificate. The said board shall appoint an acting visitor or visitors,[1] who shall inspect and examine said schools at least twice in each term, and the county commissioners shall not pay any teacher nor maintain said school unless said acting visitor shall certify in writing that said school has been for each month kept in conformity to law.

1905 ch 50 §1

State board of education may provide books

§ 91 The state board of education, or a committee appointed by said board, may provide books and apparatus to be used at or in any of the public schools in charge of said board at county temporary homes, at an expense not exceeding in any year the amount hereinafter authorized.

1905 ch 50 §2

Expense, how defrayed

§ 92 The treasurer of the state, upon the order of the secretary of the state board of education, shall annually pay said state board of education ten dollars for each public school within such temporary homes in charge of said board, for which such books or apparatus are provided, and if the number of scholars in any such school exceeds one hundred, the treasurer shall pay to said board ten dollars for each one hundred or fractional part of one hundred scholars in actual attendance at said school.

1908 ch 211 §1

Apportionment of expense between county and town

§ 93 In case children are placed by county commissioners in homes in towns other than the town in which the county home is located, the school visitors, town school committee, or board of education of the town in which said children are

[1] § 115

placed shall ascertain the cost of maintaining the school or schools in which said children attend for the year ending the fourteenth of the preceding July, and, having deducted from this amount the sums received by the town for said children during said year from the state appropriation, shall apportion the remainder of the cost of said school or schools between the town and the county in proportion to the number of persons between the ages of four and sixteen years as ascertained by the enumeration made in the October preceding and shall present a copy of said apportionment to the county commissioners, and the county commissioners shall cause the proportionate expense of said children located in families to be paid to the town in which said children are placed.

1908 ch 211 §2

When county must pay whole expense

§ 94 Whenever the town wholly maintains the school at the county home in any county, the board of school visitors, town school committee, or board of education of said town shall ascertain the expense of said school at the county home as provided in section 93 of this act, and shall certify the expense to the county commissioners, who shall pay the whole amount so certified.

1907 ch 108 §1

Written agreement between board of management and person receiving child

§ 95 Whenever, hereafter, any child from a county temporary home shall be placed by the board of management of such county home in a private family, in accordance with the provisions of the general statutes, the responsible person receiving such child shall execute in duplicate a written agreement with the board of management of the county home concerned, substantially in the following form: In consideration of receiving a child, (name) , age years, into my family home from the county temporary home, I , of the city, town of , do hereby agree with the board of management of said county temporary home, that so long as said child shall be within the care of my family,

(1) Said child shall be given sufficient and suitable food, clothing and bed, and medical attendance when necessary, and shall not be required to perform an amount of labor unsuitable for his age or strength.

(2) Said child shall be given full opportunity to attend school during the terms and hours prescribed by the laws of the state and the rules of the state board of education.

(3) Said child shall be given full opportunity to attend religious services and receive instruction in the faith of his parents, when that is known.

(4) Notice shall be given to said county temporary home of any change of residence of my family or of said child within three days after such change.

(5) The name of said child shall not be changed except by the approval of the board of managers of the county home and by application to the superior court, as provided by section 551 of the general statutes, and notice shall be given to said county temporary home whenever such change of name is made.

.....A. B.

(Town or city)
(District or street)
(Date)

One copy of such agreement shall be retained by the person receiving such child, and the other copy placed and kept on file at the county temporary home.

1907 ch 108 §2
Forms to be provided by comptroller

§ 96 Printed forms for the agreement provided for in section 95 shall be furnished by the comptroller, at the expense of the state, to the boards of management of the temporary homes in the several counties.

Chapter IX

Town School Officers[1]

General Statutes, Chapter 134, page 567

G S sec 1808
1845 1881
Rev 1888 §44
1889 ch 181
1893 chs 152 178
1897 ch 158
1903 ch 162

§ 97 Agents of town deposit funds,[2]. . . high school committees,[3] school visitors,[4] town school committees,[5] and library directors[6] shall be voted for by ballot; but all other

[1] Powers and duties of selectmen in connection with

1 *Enforcement of laws relating to attendance*
- *a* approve commitment of truants to Connecticut School for Boys § 32
- *b* allow fees of truant officers § 33
- *c* appoint special constables on nomination of school visitors § 37

2 *Boundary lines of districts* § 139

3 *District meetings*
- *a* determine in certain cases place of meeting when there is no schoolhouse § 151
- *b* give notice of meeting if no district officers § 152
- *c* call meeting of new district § 160

4 *Consolidated districts*
- *a* shall appraise property in case of joint districts § 198
- *b* shall give notice of consolidation to adjoining towns § 202
- *c* may call special meetings to close up affairs of abolished districts § 203
- *d* shall lay tax and pay debts after consolidation § 204
- *e* shall collect all dues and demands in favor of abolished districts § 205
- *f* determine amounts to be paid by districts to town on abandonment of union system and lay tax if necessary § 206
- *g* shall provide ballot boxes for election in certain cases § 190

5 *Estimates*
- shall in joint board meeting make preliminary estimates § 231

6 *Appropriations*
- *a* shall in joint board meeting fix amounts for respective districts § 233

town officers provided for by law shall be appointed by the board of selectmen of the several towns respectively.[1]

Ballot Appointment

Any town at a town meeting duly warned for the purpose, may pass votes determining, within the limits by law provided,[2] the number of its officers and prescribing the mode in which they shall be voted for at subsequent meetings, but no alteration of such number shall take effect until after the adjournment of the meeting by which it was adopted.

§ 98 In all elections of town officers a plurality of the votes cast shall be sufficient to elect, unless it is otherwise expressly provided by law.[3]

G S sec 1809 1874 Rev 1888 §45 Plurality of votes to elect

§ 99 The town clerks of the several towns shall, within ten days after the election of such officers,[4] return to the secretary of state the names of the persons elected to the offices of . . . school visitors, or school committee with date of expiration of term. . . . Every town clerk neglecting to make such return shall be fined not more than twenty-five dollars.

G S sec 1819 1882 Rev 1888 §54 1889 ch 115

Returns by town clerk of election vote

§ 100 The terms of office of all elective town officers, when not otherwise prescribed, shall be for one year from the date of their election, and the terms of those appointed by the board of selectmen shall expire on the day of the annual town meeting next succeeding their appointment.

G S sec 1806 1878 8 Sp L 195 Rev 1888 §43

Official terms of town officers

§ 101 . . . Any person elected to any other town office than that of assessor or town clerk, and accepting the same, or not declaring his refusal to accept, who shall neglect to perform the duties of the office, shall be fined not more than ten dollars; and any person elected to any town office to which he is eligible, who shall refuse to accept the same and take the

G S sec 1822 1672, 1794, 1851 1867 Rev 1888 §57

Penalties for refusing to accept or perform certain duties

b may as joint board appropriate money for libraries § 217
c shall as joint board report cost for preceding year to town meeting § 233
d shall in joint board meeting pass upon cost of school in excess of appropriation § 235
e shall cause sums due joint districts to be paid § 242
f shall give order for money in case of district neglecting to open school § 168

7 *Taxation*
act with assessors as board of relief § 181
8 *Manage property of town in certain cases* § 50
9 *Provide flags* §§ 52 54
10 *Hear appeals when school discontinued* § 48
11 *Take bond of school treasurer* § 55
12 *Warn school society or district meetings* § 57
13 *Fill vacancies in certain cases* §§ 100 104

[1] §250 [2] § 66 [3] § 110 [4] §§192 193 [5] § 260

[1] In towns having no town school committee the high school committee may in certain cases be appointed by school visitors § 67

[2] §§ 66 106 192 261 [3] See §§ 110 193 261 [4] See §261

oath prescribed by law, shall, unless he has reasonable excuse for such refusal, be fined five dollars. . . . Every moderator of a town meeting who shall neglect to make any return required by law shall be fined twenty dollars.

1907 ch 6
City and town elections, how contested

§ 102 Any person, claiming to have been elected . . . to any town, city, or borough office, but not so declared, may, within sixty days after the time of holding the election, bring his petition to any judge of the superior court, alleging the facts on which such claim is founded, which shall be served upon the party against whom the claim is made at least six days before the return day, and returnable not more than sixty-six days after the day of such election, and such judge shall thereupon hear and determine said petition, and his decision thereon shall be conclusive, and if in favor of the petitioner, his certificate to that effect, under the seal of the court, shall entitle the petitioner to hold and exercise the duties and powers of such office; but this section shall not affect the right of appeal to the supreme court of errors for the revision of questions of law arising thereon, and it shall not prevent such judge from reserving such questions of law, by consent of all parties, for the advice of said supreme court of errors. And said judge may, if necessary, issue his writ of mandamus, requiring the adverse party and those under him to deliver to the petitioner the appurtenances of such office, and shall cause his finding and decree to be entered on the records of said superior court in the proper county.

G S sec 2115
1887
Rev 1888 §2101
Women may be school officers

§ 103 No person shall be ineligible to serve as a member of a board of education, board of school visitors, town school committee, or district committee, or be disqualified from holding such office, by reason of sex.[1]

G S sec 1814
1725 1874
Rev 1888 §68
Vacancies how filled

§ 104 If any town office in any town shall be vacant by the neglect of the town to elect or appoint, or the refusal of any person appointed to act, or by the death or removal[2] of any person appointed, or from any other cause, such town, if such office is an elective office, may in legal town meeting fill the vacancy; but until the town shall fill it, such vacancy may be filled by the selectmen, and the selectmen shall fill all vacancies that may arise in offices to which they have power of appointment.[3]

[1] Town school officers must be elected at annual town meeting See §§ 105 193; also town library directors § 244

[2] Removal means removal from the town 19 Conn 334

[3] This section does not apply to town high school committees §§ 66 97 106

§ 105 There shall be elected by every town, at its annual town meeting, such number of school visitors as such town is required by law to elect, and they shall be elected in the manner and for the term or terms by law prescribed.[1]

G S sec 1804 1856 1875 Rev 1888 §41 School visitors

§ 106 There shall be in every town, unless otherwise provided, a board of school visitors,[2] composed of three, six, or nine members, as such town may determine, divided into three equal classes; the first class shall hold office until the next annual town meeting, the second class until the second annual town meeting, and the third class until the third annual town meeting following, and until others are elected in their places, *provided*, that when said board is composed of only three members, they shall not be divided into classes, and shall be elected for three years. Should a vacancy occur, the remaining members of the board may fill it till the next annual town meeting, when vacancies shall be filled in the manner prescribed in § 110, and the ballots shall distinctly specify the vacancy to be filled.

G S sec 2,152 1856 1866 1867 1869 1875 1877 Rev 1888 §2121 1889 ch 219

Classification of school visitors

§ 107 Whenever any town shall have voted, in the manner provided by law, to change the number of members of its town school committee or board of school visitors from six to three, no members of such committee or such board shall be elected at the first annual town meeting after the adjournment of the meeting at which the number was so fixed at three. At the second annual town meeting one member of such committee or such board shall be elected to serve one year, and at the third annual town meeting three members thereof shall be elected. Whenever any town shall have voted to change the number of said school officers from nine to three, or from twelve to three, no members of such committee or such board shall be elected at the first and second annual town meetings after the number has been so determined, and at the third annual town meeting three members thereof shall be elected.

1907 ch 39 § 1 When number of town school committee is changed, how elected

§ 108 Whenever a town shall have so voted to reduce the number of members of its town school committee or board of school visitors to three, and by resignation the number shall, before the next annual town meeting after the adjournment of the meeting at which the number was fixed at three, be reduced to three, the terms of office of the remaining members shall terminate at said annual town meeting, and the town shall thereupon elect, at said meeting, three members of such committee or such board.

1907 ch 39 § 2 When number is reduced by resignation, how elected

[1] When school district is organized under chapter iv the authority of school visitors extends to remaining portion of town only § 62 [2] See § 97

1907 ch 89 § 3
Election and term of office

§ 109 The provisions of section 193 which relate to the election and term of office of a town school committee of three members shall apply in like manner to the election and term of office of the officers provided for by this act.

G S sec 2133
1872
Rev 1888 §2122

Election of school visitors

§ 110 School visitors shall be chosen by ballot. If the number to be chosen be two, four, six, or eight, no person shall vote for more than half of such number. If the number to be chosen be three, no person shall vote for more than two; if five, not more than three; if seven, not more than four; if nine, not more than five. That number of persons sufficient to fill the board, who have the highest number of votes, shall be elected. In case of a tie that person whose name stands first or highest on the greatest number of ballots shall be elected.

G S sec 2,159
1856 1867 1872
Rev 1888 §2135

§ 111 The board of school visitors or town school committee shall annually choose from their number a chairman and a secretary.

Officers
Duties of board or committee

They shall prescribe rules[1] for the management, studies,[2] classification, and discipline of the public schools,

And, subject to the control of the state board of education, the text-books to be used;[3]

Shall make proper rules for the arrangement, use, and safe-keeping, within their respective jurisdictions, of the school libraries provided in part by the state, and approve the books selected therefor;[4]

They shall approve plans for schoolhouses,[5]

And superintend any high[6] or graded school, in the manner specified in this title.[7]

§ 112 The chairman of the board of school visitors or of the town school committee or, in case of his absence or in-

[1] Rules as to attendance see § 17

In the absence of rules prescribed by the school board or other proper authority the teacher may make all necessary and proper rules for the regulation of the school 53 Conn 481

[2] § 38 [3] §§ 2 125

[4] Chap xvi page 65 [5] § 170 [6] Chap v page 21 § 67

[7] Powers and duties not given above are stated in connection with the following

1 *Vacancies in district offices* § 164

2 *Enforcement of laws relating to*

a employment of children §§ 7 24 27

b attendance

grant leaving certificates §19

nominate to selectmen persons to be appointed special constables § 37

ability to act, the secretary, shall call a meeting of the board at least once every six months, and whenever he deems it necessary or is requested in writing so to do by three of its members. If no meeting is called within fourteen days after such a request has been made, one may be called by any three members, by giving the usual written notice to the others.

G S sec 2164 1874 Rev 1888 §2142

Meetings of board or committee

3 *Normal school*
shall assist in selection of students § 14

4 *Returns to school visitors by*
a district committee of beginning and close of term § 187
b district committee of enumeration §§ 187 218
c district committee of enumeration in the parts of joint districts § 187
d district committee of receipts, expenditures, statistics, etc § 187
e district clerk of names of district officers § 163

5 *School buildings*
a inspection § 115 Buildings must be in satisfactory condition § 169
b may fix sites on application of district of adjoining town § 171

6 *Enumeration and distribution of state grants*
a shall make enumeration if committee fails § 218
b shall examine returns of enumeration § 220
c shall lodge returns with town treasurer § 220
d shall make returns to comptroller § 220
e shall certifiy to comptroller that schools have been kept according to law § 223
f shall withhold certificate if schools have not been kept according to law § 227

7 *Estimates*
a shall as a joint board with selectmen make preliminary estimates and notify committees § 231
b shall as joint board with selectmen present estimates to town meeting § 233

8 *Appropriations*
a shall as joint board with selectmen fix amounts and notify each district § 233
b may as joint board with selectmen appropriate moneys for school libraries § 217

9 *Expenses*
a shall as joint board with selectmen report cost of schools for preceding year to town meeting § 233
b shall as joint board with selectmen pass upon expenses in addition to amounts appropriated § 235
c apportion expenses of joint districts and report to selectmen of each town §§ 123 242

10 *Payment of teachers*
shall give certificate to selectmen that schools have been kept according to law § 235

11 *Consolidated districts*
on abandonment of town system town school committee remains board of visitors § 208

12 May in connection with committee admit nonresident scholars to district schools § 172

13 May discontinue small schools and provide transportation § 239

14 May make complaint to board of health when sanitary condition of schoolhouse is unsatisfactory § 280

G S sec 2169
1872 1882
Rev 1888 §2146

Duties of secretary

§ 113 The secretary of the board of school visitors, or of the town school committee, as the case may be, shall keep a record of all its proceedings and of those of the acting school visitors, in a book which he shall provide for that purpose at the expense of the town; shall submit to the town at its annual meeting a written report of the doings of the board or committee with the report of the acting school visitors; and on or before the fifteenth of October send two copies of said reports to the secretary of the state board of education; and shall furnish such additional returns and statistics respecting the schools of the town as said board may call for. And if the returns and statistics called for by the secretary of the state board of education shall not be sent to him on or before said fifteenth of October, then every town and every school district required by law to make separate returns, whose returns and statistics shall be negligently delayed till after that day, shall forfeit of the sum per child which is paid from the state treasury one per cent. for the first week of such delay, two per cent. for a delay of two weeks, three per cent. for a delay of three weeks, five per cent. for a delay of four weeks, and ten per cent. for a delay exceeding four weeks.[1]

G S sec 2170
1882
Rev 1888 §2147

Forfeitures to be reported

§ 114 The secretary of the state board of education shall annually, in January, give to the comptroller, in writing, a list of the towns and districts which have incurred the forfeiture described in § 113, with the percentage of forfeiture in each case; and the comptroller, in making payment of school moneys aforesaid, shall deduct the amount of money which each town or district shall have forfeited under the provisions of said section.

G S sec 2165
1656 1872 1884
Rev 1888 §2143
1893 ch 41

Duties of acting school visitors

§ 115 The board of school visitors, the town school committee, or the board of education, shall annually assign the duty of visiting the schools of the town to one or more of their number, who shall be called the acting school visitor, or visitors,[2] and who shall visit such schools at least twice during each term, once within four weeks after the opening, and again during the four weeks preceding the close; at which visit the schoolhouse and outbuildings, school register,[3] and library[4] shall be examined, and the studies, discipline, mode of teaching, and general condition of the school investigated. Half a day shall be spent in each school so visited, unless otherwise directed. They shall, one week at least before the annual town meeting, submit to the board or to the committee, as the case may be,

[1] § 11 [2] See ch x page 40 [3] § 215 [4] ch xv

a full written report of their proceedings, and of the condition of the several schools during the year preceding, with plans and suggestions for their improvement.

§ 116 Boards of education, town school committees, and boards of school visitors may appoint a person, not one of their own number, to be acting school visitor or superintendent[1] of schools, who shall have all the powers, perform all the duties, and receive the pay prescribed by law for acting school visitors. Any town at its annual town meeting, or at a special meeting duly called for that purpose, may fix the compensation of the acting school visitor or superintendent.

G S sec 2166
1866
Rev 1888 §2144
Acting school visitor or superintendent

§ 117 The secretary and other acting school visitors shall receive two dollars a day each while actually employed, and a like proportion for parts of days, and such further compensation as their respective towns may fix at an annual meeting.

G S sec 4855
1856 1872
Rev 1888 §3734
Compensation of acting school visitors

§ 118 School visitors, town school committees, or boards of education shall, as a board, or by a committee by them appointed, examine[2] all persons desiring to teach in the public schools; and give to those with whose moral character and ability they are satisfied, if found qualified to teach reading, writing, arithmetic, and grammar, the rudiments of geography and history, and the rudiments of drawing if required,[3] a certificate authorizing the holder to teach in any public school in the town or district so long as desired, without further examination unless specially ordered; such certificate may limit the authority to teach to a specified time or in a specified school. No certificate to teach in grades above the third in graded schools nor in classes corresponding to such grades in ungraded schools shall be granted to any person who has not passed a satisfactory examination in hygiene, including the effects of alcohol and narcotics on health and character.[4] If a person is examined and found qualified to teach branches other than those required in all cases, such branches shall be named in his certificate. Said certificate shall be signed by a majority of the board or committee or by all the members of the committee appointed to examine. They may revoke the certificates of such teachers as shall at any time be found incompetent to teach or to manage a school, or fail to conform to their requirements.[5]

G S sec 2245
1856 1867 1872
Rev 1888
§§2132 2135
2197 2221
1893 ch 157 §4
1895 ch 304
1901 ch 81 §5
Examination of teachers; certificates

§ 119 Town school committees, boards of education, and high school and district committees unless otherwise directed by the district or ordered by the town, shall employ and dismiss the teachers for the schools of their respective towns or

G S sec 2248
1856 1867 1867
Rev 1888
§§2129,2130
2135 2155 2197
2213 2216
1895, ch. 131.

[1] §§ 129 133 [2] §§ 129 133 [3] See §§ 17 38 [4] § 43

[5] General certificate of teacher is sufficient in any district of the town where issued 36 Conn 282

May employ teachers

districts;[1] but no district committee shall employ a teacher for a longer period of time than that for which he may have been elected without first obtaining, at a meeting of said district legally called for that purpose, a majority vote in favor of such proposed action. Any town, unless otherwise provided, may direct the school visitors to employ the teachers for all public schools of the town for such terms of the schools as it may specify.

G S sec 2249
1895 ch 67
School visitor not to be teacher

§ 120 No person elected to the office of school visitor or town school committee shall be employed as teacher in the town where he is school visitor or member of the town school committee. If any school visitor or member of the town school committee shall be employed, contrary to the provisions of this section, the office of school visitor or town school committee to which he was elected shall become vacant.

G S sec 2242
State grant

§ 121 The selection of all books and apparatus under § 216 shall be made or approved by the board of school visitors, or the town school committee, which shall also prescribe the rules for their management, use, and safe-keeping. The books and apparatus purchased under the provisions of § 217 shall remain the property of the town and under the care and control of the library committee.

G S sec 2167
1856 1870 1879
Rev 1888 §2145
1899 ch 19

1907 ch. 31 §3

§ 122 The board of school visitors, town school committee or board of education, as the case may be, shall make returns, signed by the chairman and secretary, of the number of persons over four and under sixteen years of age in their respective towns,[2] to the comptroller, and shall in said returns specify how many of those thus returned were attending some school, public or private, in October when said enumeration was made, and how many were not so attending; how many of those who were not attending school were under five years of age, how many were over five and under seven, how many were over seven and under fourteen, and how many were over fourteen and under sixteen years of age, and the chairman and secretary shall draw orders on him for the public money due

Report to comptroller

[1] Teacher may be discharged by the district, and in absence of action by the district may be discharged by the committee 33 Conn 304

If improperly discharged by the committee the district may compel reinstatement 33 Conn 305 306

Previous to enactment of § 188 a teacher might be employed by the committee for a period extending beyond committee's term of office. 36 Conn 282

Is not a public officer in ordinary sense of word; his wages are subject to attachment 53 Conn 509

Status of teacher as to district *Ib*

[2] §§ 218 219 220 221 Blanks for this purpose are distributed by the comptroller

the town as prescribed in chapter xvii.[1] No town shall receive any money for schools from the state treasury unless the returns herein required are made.[2]

§ 123 After the close of each term of school in any district the school visitors shall give to the selectmen a certificate stating whether each school has been kept in all respects according to law or not; and shall, in connection with the selectmen, perform the duties required by the provisions of chapter xvii, and make the apportionment required in the case of districts formed from parts of two or more towns, as prescribed in § 242.[3]

G S sec 2168 1856 1870 1879 Rev 1888 §2145 **Certificate to selectmen**

§ 124 The board of school visitors of each town shall annually, in the month of October, return to the secretary of the state board of education, the names and post-office addresses of the district committees; and within four weeks from the beginning of each school term the board of school visitors or the town school committee, as the case may be, shall return the name and post-office address of each teacher employed in the public schools within their respective towns.

G S sec 2171 1883 Rev 1888 §2148 **Report of name of district committees and teachers**

§ 125 No board of school visitors, town school committee, or board of education of any district shall change any text-books used in the public schools except by a two-thirds vote of all the members of the board or committee, notice of such intended change having been previously given at a meeting of said board or committee held at least one week previous to the vote upon such change;[3] but the board of education, the board of school visitors, or the town school committee, may, in addition to the text-books prescribed according to the provisions of § 111, prescribe the use of other books as text-books in reading; *provided,* such additional series are purchased by the district or town and the use thereof furnished free to the scholars.

G S sec 2160 1872 1881 1887 Rev 1888 §2136 **Change of text-books**

§ 126 The board of school visitors, town school committee, or board of education, may require every child to be vaccinated before being permitted to attend a public school under its jurisdiction. If the parents or guardians of any children are unable to pay for such vaccination, the expense thereof shall, on the recommendation of said board or committee, be paid by the town. Said board or committee may exclude from any school under its supervision all children under five years of age whenever in its judgment the interest of such school will be thereby promoted.[4]

G S sec 2161 1878 1882 Rev 1888 §2137 1899 ch 54 §1 **Vaccination of school children**

[1] § 223 [2] §§ 235 244 [3] § 45

[4] Statute held to be constitutional and a reasonable exercise of the police power 65 Conn 183

G S sec 2172
1872
Rev 1888 §2149
Preservation of books and records

§ 127 All school officers shall preserve all books and documents of permanent value pertaining to schools which come into their hands by virtue of their offices, and transmit them to their successors.

G S sec 2173
1872
Rev 1888 §2151
Reports and returns, how sworn to

§ 128 All reports or returns required to be made by a school officer on oath or affirmation may be affirmed or sworn to before any school visitor, member of a town school committee, or member of a board of education.

Chapter X

Supervision of Schools

1903 ch 195 §1

School officers may choose superintendent by majority vote

§ 129 The town school committee or board of education or board of school visitors of any town may choose by ballot a superintendent[1] of schools and may fix the salary[2] and prescribe the duties of said superintendent, which shall always include the duties of acting visitor as now prescribed by law. A majority vote of all the members of the committee or board shall be necessary to an election.

1903 ch 195 §2

Organization of supervision district

Supervision district committee

District continues three years

Dissolution

§ 130 Two or more towns together employing not less than twenty-five nor more than fifty teachers may unite, by vote of the town school committee, board of school visitors, or board of education, as the case may be, for the purpose of employing a superintendent of schools, and towns so united shall form a supervision district. The town school committee, board of school visitors, or board of education of towns so united are hereby authorized to make all arrangements, agreements, and regulations necessary to the organization and maintenance of a supervision district. Said school officers of each of the towns constituting a separate district shall appoint one of their number as a member of a supervision committee, and the committee so appointed shall be a joint committee on behalf of the several towns constituting the supervision district. Each town shall be entitled to one vote in said joint committee, and said joint committee may employ a superintendent, fix and apportion the salary of said superintendent, and manage the affairs of said district. Every district organized under the provisions of this section shall continue three years, and at the end of three years any town may dissolve a district by withdrawal. Notice of the intent to withdraw shall be given in writing to the other towns of the district at least three months before the termina-ion of the three-year period.

1903 ch 195 §3

§ 131 The secretary of each town school committee, board of school visitors, or board of education taking advantage

[1] § 116 [2] § 117

of § 130 shall, annually, on or before the fourteenth day of July, certify to the state board of education the amount actually paid as salary to the superintendent for the current school year, and, whenever a superintendent has been employed according to the provisions of § 130, the comptroller shall, upon application of the state board of education, draw an order on the treasurer on behalf of said town for one-half the sum certified; *provided*, that not more than eight hundred dollars be paid by the state to any supervision district for one year, and *provided* that no supervision district shall receive more from the state than the district itself has paid to the superintendent.

Salary of superintendent

State grant

§ 132 No person shall be eligible for appointment under § 130 who has not had at least five years' successful experience as a teacher or superintendent, or who does not hold a certificate of approval by the state board of education.

1903 ch 195 §4

Who eligible as superintendent

§ 133 The town school committee or board of school visitors or board of education of any town employing not more than twenty teachers may petition the state board of education, or such town may by vote request the state board of education, and the state board of education, when so petitioned or requested, is hereby authorized to appoint an agent who shall discharge the duties of superintendent[1] and who shall be qualified as provided in § 132. Any town for which a superintendent is appointed under the provisions of this section shall pay one-quarter of the salary of said superintendent and the state shall pay three-quarters, and the amount paid by the state shall be paid in the manner provided in § 131.

1903 ch 195 §5

State board of education may appoint agent upon petition

1907 ch 259

State grant

Chapter XI

School Districts

General Statutes, Chapter 135, page 570

§ 134 In the absence of a special appointment the committee of a school district shall be the agent *ex officio* of said district.

G S sec 2174 1860 Rev 1888 §2152

District committee to be ex officio agent

§ 135 [2]Each town shall have power to form, unite, alter, and dissolve school districts and parts of school districts within its limits; and two or more towns may form school districts of adjoining portions of their respective towns.[3]

G S sec 2175 1860 1879 Rev 1888 §2153 1897 ch 24 §1

Formation and alteration of school districts

[1] § 116

[2] Name of school district fixed by the inhabitants 13 Conn 234

[3] School districts, for educational purposes, are component parts of towns or societies 15 Conn 335

Power of town, how affected by appeal to and decree by the superior court 54 Conn 52; 55 Conn 245 246

Limits of school district formed by annexation may be shown otherwise than by record evidence 54 Conn 76 77

G S sec 2176
1875
Rev 1888 §2154
1898 ch 63
1897 ch 24 §3
Division of districts formed of parts of towns

§ 136 Whenever a school district is formed from parts of two or more towns, either of said towns may divide such district by uniting the portions lying in said town with any adjoining district therein.[1]

G S sec 2177
1856 1865
Rev 1888 §2155

§ 137 Every school district shall be a body corporate.[2]

Powers of school districts

And shall have power to sue and be sued,[3] to purchase, receive, hold, and convey real and personal property for school purposes;

To build, purchase, hire, and repair schoolhouses, and supply them with fuel, furniture, and other appendages and accommodations;[4]

To establish schools of different grades;[5]

To purchase globes, maps, blackboards, and other school apparatus;

To establish and maintain a school library;[6]

To employ teachers, except for such time as the town may direct the school visitors to employ the teachers;[7]

And shall pay the wages of such teachers as are employed by the district committee in conformity to law;[8]

To lay taxes and borrow money for all the foregoing purposes;[9]

And to make all lawful agreements and regulations for establishing and conducting schools, not inconsistent with the

[1] Procedure §140

[2] Every inhabitant of a school district is a party to a suit brought against it and his property may be taken on an execution issued against it 10 Conn 395 See 26 Conn 527

[3] Districts may sue by the name by which they are generally known 13 Conn 227

What is sufficient warning of meeting of school district 13 Conn 234

The records of a school district are evidence of its votes in a suit to which it is a party 13 Conn 235

A debt owed by a school district may be taken by foreign attachment 53 Conn 509 Status of teachers as to district defined *Ib*

[4] The character and cost of school buildings, within broad limits, is left to the school district Courts will not interfere with this discretion except in clear cases of abuse 25 Conn 227; 63 Conn 131 Extent of discretionary power of school district illustrated 25 Conn 227 228

Schoolhouse may not be used for religious purposes against objection of taxpayer, and injunction will lie against such use 27 Conn 503–505

District committee must obey the vote of the district as to rooms and teachers; the committee's authority is contingent on the district failing to act 33 Conn 304

A schoolhouse is not an outhouse within the meaning of the statute relating to burglarious entrance of outhouse 10 Conn 144 145

[5] A school district has all necessary power to establish and maintain a school within its limits 33 Conn 304

[6] Ch xvi page 65 [7] §§ 40 42 213 [8] §§ 188 212 213 214

[9] A vote laying a tax is sufficiently definite if it is reasonably clear that the tax was imposed for a legitimate purpose 12 Conn 437–439

School districts are limited in power to raise and expend money for the sole purposes set forth in the statute 60 Conn 234 235

regulations of the town having jurisdiction of the schools in such district.[1]

§ 138 The name, number, and limits of every school district shall be entered on its records, and on the records of the town or towns to which it belongs.[2]

G S sec 2178 1849 Rev 1888 §2156 Record of name and bounds

§ 139 When the boundary lines of any district are not clearly settled and defined the selectmen of the town in which it is situated shall settle and define the same; they shall also settle and define the boundary lines of any new district; when said selectmen cannot agree in settling and defining said lines, the town to which said district belongs may appoint three indifferent persons for that purpose, who shall have the same authority therein as is herein conferred upon said selectmen; and when parts of such districts lie in two or more towns, the selectmen of the towns in which any part is situated, or, in case of disagreement, three indifferent persons appointed by a judge of the superior court on application by either town and notice to the other, shall settle and define the boundary lines of such part.

G S sec 2179 1849 Rev 1888 §2157 Settlement of boundary lines

§ 140 When it is proposed to form, alter, unite, or dissolve any school district or districts, notice that such change is proposed shall be posted on the schoolhouse in each school district to be affected, or, if there be no schoolhouse in any of such school districts, at the usual place for posting warnings for meetings of such districts, and printed in a newspaper or newspapers published in the town to which such districts or any one of them may belong, if any there be; and a copy of such notice shall be left with the clerk of each of said districts at least fifteen days before the town is called to act upon the proposition.[3]

G S sec 2180 1860 Rev 1888 §2158 1895 ch 130 Notice of proposal to alter school district

§ 141 When application shall be made to a town to form, alter, or dissolve a school district, or to unite two or more school districts, any district aggrieved by the action or neglect of action of the town may appeal from such action or neglect of action to the superior court in the county in which such town is situated, within one year next after such action or neglect, by an application containing a brief statement, that such an appeal is taken, by whom, and from what, signed by

G S sec 2181 1865 Rev 1888 §2159 Appeals by districts aggrieved

[1] The votes and proceedings of school districts, if within their jurisdiction, will be liberally construed 15 Conn 332 454

[2] §50 If proper officer fails to make record he can be compelled to do it by writ of mandamus, but the omission of it does not affect the legal existence of the district 52 Conn 44

[3] Object of statute is to give more extended notice than by the ordinary warning 52 Conn 46 Form of notice not essential; not necessary to state the business in detail 52 Conn 46; 55 Conn 246 The provisions *de* notice do not apply to proposed vote of a town to assume control of schools 73 Conn 170

the agent of the appellant; to which shall be annexed a citation signed by proper authority, notifying the appellees to appear at the court to which such appeal is taken. Service thereof shall be made by some proper officer by leaving a true and attested copy of such appeal and citation with the town clerk, and with the clerk or one of the district committee of any other district interested, at least twelve days before the session of the court.[1]

G S sec 2182
1865 1872
Rev 1888 §2160
Proceedings on appeal

§ 142 Said court shall have the same powers to act upon said application that said town had, and may appoint a committee to report the facts and its opinion thereon and the final decree of the court shall be recorded in the records of said town; and said court may allow and tax costs at its discretion, including fees for surveys, copies, and recording decree. Unless the town shall thereafter abolish all the school districts and parts of districts within its limits no alteration of the lines fixed by such decree shall be made, except by the superior court of such county; which shall have original jurisdiction of an application for the purpose made by any district interested.[2]

G S sec 2183
1856
Rev 1888 §2161
1893 ch 123
Disposition of property on alteration of district

§ 143 When any districts shall be consolidated the new district shall own all the property of the several districts; and when a district shall be divided its property, or the income and proceeds thereof, shall be distributed among the several parts in proportion to the number of persons between four and sixteen years of age in each.

G S sec 2184
1856
Rev 1888 §2162
1893 ch 123 §1
Divided district; property and debts

§ 144 Whenever any school district has been or shall hereafter be divided into two or more districts, and the said districts cannot agree upon the distribution of the property and assets of said districts between the districts, or cannot agree upon the proportion that each district shall pay of the debts of the district owing at the time of the division, either of said districts may bring its complaint to the superior court in the county in which either of said districts is located, praying for such relief as it claims it is entitled to.

G S sec 2185
1856
Rev 1888 §2162
1893 ch 123 §2
Powers of superior court

§ 145 Such complaint shall state the facts upon which the plaintiff claims relief, and shall be served upon the respondent district as in civil actions, and said court may distribute the property and assets between the districts or set the

[1] Legal existence and limits of district may be shown by prescription 54 Conn 79 The court is not limited in its action to allowance or disallowance of application; it may allow application in part 55 Conn 246

[2] Decree of court annulling action of the town is not such a fixing of lines as would preclude further action by the town 54 Conn 52

The statute should be liberally construed 54 Conn 53

Court is not limited to affirming or reversing action of the town; the application may be allowed in part 55 C 246

Authority of court to act is limited only by the preliminary notice and the warning of the town meeting *Ib*

entire property and assets to one district as it shall find for the best interests of the district; and in case the property and assets are set to one of said districts, shall find and decree the sum of money that such district so receiving said property shall pay to the other district. Said court shall find and decree the proportion that each district shall pay of the debts and liabilities outstanding at the time of the division.

§ 146 All associations under the act of 1841, allowing any two or more adjoining school districts to associate together and form a union district, entered into before the repeal of said act, shall continue to be managed according to the provisions of said act, unless the town shall abolish or consolidate all the school districts within its limits.[1]

G S sec 2186
1842 1856
Rev 1888 §2163
Associations formed under act of 1841

§ 147 The schools in every school district formed from parts of two or more towns shall be under the charge and direction of the town in which the schoolhouse is situated, unless the towns shall otherwise agree.[2]

G S sec 2187
1856
Rev 1888 §2164
Control of districts formed from parts of towns

§ 148 Whenever any school district which has or shall hereafter become indebted by judgment for indebtedness incurred by such district shall be located in two or more towns, the committee of such school district, or, if there be no district committee for said district the selectmen of the town in which the schoolhouse in such district is located, shall cause a tax sufficient to pay such indebtedness as shall be presented or exhibited to said committee or selectmen, as the case may be, by the judgment creditor or creditors, including the cost of levying and collecting such tax, to be laid, upon and according to the levies or assessment lists of said towns last before completed, on the district in the manner provided by law for school district taxes, except that, when there is no district committee for said district, the selectmen of said town wherein the schoolhouse is located shall perform the duties required by law of the district committee therein, and the tax collector of said town shall perform the duties of tax collector of said district. Said tax shall be collected and paid to said judgment creditor or creditors, and to the persons entitled to fees and compensation for levying and collecting said tax.

1905 ch 137 §1
1907 ch. 80
Tax to be laid to pay debts of joint school district.

§ 149 Whenever either of the towns in which such school district is located shall vote to consolidate its school districts and bring the same under town management, and shall subsequently vote to return to the district system, then such school district shall be, in law, the same school district as existed prior to said vote of consolidation of districts and liable for the indebtedness of said district as then existing.

1905 ch 137 §2
After consolidation, if town votes to return to district system, district shall be the same as formerly and liable for debts.

[1] Ch xiv page 56 [2] §§ 123 242

G S sec 2188 1856 1861 1868 1872 1886 Rev 1888 §2165 Annual and special meetings

§ 150 Every school district shall hold an annual meeting in the month of June, for the choice of officers, and for the transaction of any other business relating to schools, and shall hold a special meeting when the same shall be duly called.[1]

G S sec 2189 1856 Rev 1888 §2166 District meetings, where held

§ 151 District meetings shall be held at the district schoolhouse; but if there be no suitable schoolhouse the committee, if there be one, otherwise the clerk, and if there be no committee or clerk the selectmen of the town to which said district belongs, shall determine the place of meeting, which shall in all cases be within the district.

G S sec 2190 1828 1851 1856 1885 Rev 1888 §2167 Notice of district meetings

§ 152 [2]Notice of the time, place, and object of every meeting of the district shall be given at least five days previous to holding it, including the day the notice is given but not including the day of holding said meeting. The committee, or, if there be no such committee, the clerk, or, if there be no committee or clerk, the selectmen of the town, shall give notice of a district meeting, either by publishing the same in a newspaper printed in the district, or by posting a notice on the schoolhouse or on the signpost in the district, or in some other mode previously designated by the district; but if there be no such newspaper, schoolhouse, or signpost, or other mode so designated, the selectmen of the town to which said district belongs shall determine how the notice shall be given. The person or persons giving such notice shall, on the day of giving it, leave a duplicate of it with the clerk, if any, of the district, if not, with the selectmen to be delivered to the clerk when appointed, who shall preserve it on file.

G S sec 2191 1856 1879 1880 1881 Rev 1888 §2168 See §1631 Legal voters of school district

§ 153 The legal voters of a school district shall consist only of the legal voters of the town or towns in which said district is situated who have resided in said school district for the period of four months next preceding.

G S sec 2192 1884 Rev 1888 §2169 What paupers may vote in school meetings

§ 154 No inmate of the almshouse of any town, other than the officers and employees of the town residing therein, shall vote at any school meeting of the district wherein such almshouse is situated, unless a resident of such district at the time of his becoming such inmate.

[1] §§ 157 186 Meeting should be opened within a reasonable time after the hour specified; what is such reasonable time 13 Conn 234 Meeting presumed to have been legally held, pursuant to the warning *Ib*

Record of meeting is admissible to show vote of district 13 Conn 235; but see 44 Conn 160

[2] A warning which fairly sets forth the purposes of the meeting, *held* sufficient 13 Conn 234; 15 Conn 332; 52 Conn 46; 55 Conn 246

Posting warning on one signpost in the district *held* sufficient 15 Conn 332

What notice would be insufficient 44 Conn 159; 53 Conn 578; 60 Conn 168

Where original vote was illegal a vote not to rescind at a later meeting does not validate original vote 53 Conn 579; but see 52 Conn 49

§ 155 In every school district whose limits are the same as the limits of the town in which it is situated the town registry list shall be the registry list for school purposes,[1] and in every

G S sec 2193 1877 1879 1880 1881 Rev 1888 §2170 See §1881

CHAPTER 138, PUBLIC ACTS OF 1907

An Act Amending an Act Concerning the Warnings of Town, City, Borough, and other Meetings

This Act amends Section 152 on the opposite page

SEC. 2. Section 2190 of the general statutes is hereby amended to read as follows: Notice of the time, place, and object of every meeting of the district shall be given at least five days previous to holding it, including the day the notice is given, but not including the day of holding said meeting. The committee, or, if there be no such committee, the clerk, or, if there be no committee or clerk, the selectmen of the town, shall give notice of a district meeting by publishing the same in a newspaper published in the district or having a circulation therein, and by posting a notice on the schoolhouse, if any there be, or on the signposts, if any there be, in the district, unless some other mode shall have been previously designated by the district, in which case notice in such mode may be substituted for such posting; provided, that the committee of any district having an enumeration of less than one hundred may, on giving notice by posting as hereinbefore provided, or, on giving notice in some other mode previously designated by the district, in its discretion, omit the notice by publication in a newspaper. The person or persons giving such notice shall, on the day of giving it, leave a duplicate of such notice with the clerk of the district, or, if there be no clerk, with the selectmen, to be delivered to the clerk when appointed, who shall preserve the same on file.

cannot be then and there conveniently and properly taken, he shall, upon the like request of said one-third of the legal voters present, adjourn said meeting to the usual polling place or places in said district, if there be any, and, if there be none, then to the most suitable and convenient place or places in said district, at such time within one week thereafter as he may designate, when and where said vote or votes shall be taken between the hours of nine o'clock in the morning and five o'clock in the afternoon, and the result shall be ascertained and declared by said chairman, and recorded by the clerk upon the records of said district.

[1] § 190

G S sec 2195
1881
Rev 1888 §2172
Special meetings

§ 157 Upon the written request of twenty or more legal voters of any school district having such registration to the committee to call a special meeting to vote by ballot and check list upon any resolutions appended to such request, said committee shall call such meeting within three weeks thereafter, at some suitable time and place in such district, to be particularly stated in the call, when and where said vote or votes shall be taken, and the result ascertained, declared, and recorded in the manner provided in § 156. Upon like request, the committee of any school district having such registration shall cause all elections of officers of such district to be had by ballot and check list.

G S sec 2196
1881
Rev 1888 §2173
Compensation for preparing lists

§ 158 The compensation of each of said registrars of voters, or of said district clerks for preparing said lists, shall be the same *per diem* as that paid by the town in which said district is situated to said registrars of voters, for preparing the voting lists used at state, town, city, or ward elections, and shall be paid by the treasurer of the school district for which such list is prepared.

G S sec 2197
1856
Rev 1888 §2174
Illegal voting in district meeting

§ 159 Every meeting may choose its own moderator,[1] and may adjourn[2] from time to time to meet at the same or some other place in the district. Every person who shall vote illegally in any school district meeting shall be fined not more than thirty dollars.[3]

G S sec 2198
1856
Rev 1888 §2175
1889 ch 47 §1
1889 ch 125
1893 ch 201
1895 ch 131
Committee and other officers of district

§ 160 Each school district, unless otherwise provided by law, shall choose by ballot, at the annual meeting,[4] a committee[5] of not more than three persons, a clerk, who shall be sworn,[6] a treasurer, and a collector,[7] who shall hold their respective offices for the period of one year from the fifteenth day of July next succeeding, and until others are chosen and qualified;[8] and any resident of the district so chosen who shall refuse or neglect to perform the duties of the office, shall pay five dollars to said district; but any new district may at its first or at any subsequent meeting, called by the selectmen of the town, choose its

[1] Majority of ballots cast is requisite for election of any of the officers 24 Conn 34 § 162

[2] An adjourned meeting may hold an election of officers *Ib*

[3] § 153 [4] § 150 [5] Ch xiii page 95

[6] *Form of oath* You solemnly swear that you will faithfully discharge according to law your duties as clerk of the district to the best of your ability; so help you God Gen Stat § 4795

The clerk need not take the oath of office immediately after his election, or before taking the minutes of the proceedings of a district meeting; provided he takes it before he performs any regular official act, such as making or sanctioning a formal record 15 Conn 333 What are the official acts of the clerk *Ib*

[7] Gen Stat § 2381

[8] Former officer holds over only until a legal election of his successor 42 Conn 35

officers who shall hold office till the annual meeting, of such district. The members of the district committee shall be residents of the district; but the other offices may be filled by any inhabitants of the town to which said district belongs.

§ 161 Any school district having by its last enumeration not less than two hundred children between four and sixteen years of age, may, at any annual meeting, due notice being inserted in the call therefor, order that its committee shall consist of three persons chosen by ballot, divided into three classes holding office for one, two, and three years, and that annually thereafter one member shall be chosen by ballot, to hold office for three years. Should a vacancy occur the remaining members of the committee may fill it until the next annual district meeting, when all vacancies shall be filled. Whenever a district has appointed its committee as herein provided such district may, at any special meeting called for the purpose, vote that it will no longer so appoint its committee; thereupon the terms of office of all the members of its committee shall end at its next annual meeting and thereafter its committee shall be appointed according to the provisions of § 160.

G S sec 2199
1883
Rev 1888 §2176

Committee in districts having two hundred children

§ 162 In the election of officers of a school district a majority[1] of the votes cast shall be required to elect, unless otherwise expressly provided.

G S sec 2200
1879
Rev 1888 §2177
Majority to elect

§ 163 The clerk of every school district shall, within thirty days after the election of officers in such district, forward to the secretary of the board of school visitors of the town wherein said school district is located, a certified list of the officers elected at such meeting, together with the post-office address of each. If a district is situated partly in two or more towns such list shall be sent to the secretary of the board of school visitors of each of said towns. Every clerk who shall fail to comply with any provision of this section shall be fined not more than ten dollars.

G S sec 2201
1883
Rev 1888 §2178

Certificate of election of officers

§ 164 If a district, at the time for the annual meeting, shall fail to appoint all, or any, of its officers, or if a vacancy shall occur, the school visitors of the town to which such district belongs shall make such appointment and fill such vacancy; and shall lodge the names of the officers, so appointed, with the district clerk. This section shall not apply to vacancies occurring under the provisions of § 161.

G S sec 2202
1856
Rev 1888 §2179
Vacancies, how filled

[1] A plurality vote taken by ballot is insufficient to elect the committee of a school district even if they be afterward declared elected by a *viva voce* major vote 42 Conn 34

G S sec 2203
1856
Rev 1888 §2180
Duties of officers

§ 165 The clerk,[1] treasurer,[2] and collector[3] of each school district shall exercise the same powers and perform the same duties, in their respective districts,[3] as the clerks, treasurers and collectors of towns do in their respective towns.

G S sec 2204
1856
Rev 1888 §2181
Bonds may be required

§ 166 Any district may require the treasurer and collector respectively to give bonds to the district, to the approval of the district committee, for the faithful discharge of the duties of their respective offices, before assuming such duties.

G S sec 2205
1878
Rev 1888 §2182
Records and papers to be open to inspection

§ 167 All records and papers relating to or affecting the interest of any school district shall at all times be open to the inspection and examination of any person liable to pay taxes in said district. Every clerk of a school district wilfully concealing, refusing, or neglecting to furnish reasonable access to any such records or papers, or giving false or incorrect information as to the same, shall be fined not more than twenty-five dollars.[4]

G S sec 2206
1872
Rev 1888 §2183
Neglect of district to open school

§ 168 In case of the refusal or neglect by a district to employ a teacher and keep open a school during the usual portion of the year the school visitors of the town having jurisdiction over such district may employ teachers, and keep open a public school in the schoolhouse of said district for the period for which the town would be obliged during that school year to maintain a school in such district;[5] but the whole expense of a school thus opened shall be paid by the town on the order of the selectmen, upon their receiving a certificate of the amount thereof from the school visitors; and, in any such case, the town shall be entitled to receive the same payments from the state as if such school had been kept open by such district in the usual manner.

G S sec 2207
1870
Rev 1888 §2184
Every district must have a schoolhouse

§ 169 No district shall be entitled to receive any money from the state, or town, unless it has a schoolhouse and out-buildings, satisfactory to the board of school visitors.[6]

G S sec 2208
1856
Rev 1888 §2185
Erection of schoolhouse

§ 170 No new district schoolhouse shall be built except according to a plan approved by the board of school visitors and by the building committee of such district; nor at an expense exceeding the sum which the district may appropriate therefor.

G S sec 2209
1794 1868 1874
1878
Rev 1888 §2186
Site of schoolhouse how fixed

§ 171 Any school district, by a vote of two-thirds of those present and voting at a legally warned meeting of the district, may fix or change the site of a schoolhouse; but if such two-thirds vote cannot be obtained in favor of any site, the school

[1] Gen Stat § 1847 [2] Gen Stat § 1874 [3] Gen Stat § 2381

[4] The records of a school district are legal evidence of its proceedings in a suit to which it is a party 13 Conn 235

[5] § 38

[6] School visitors shall visit and inspect schoolhouses and out-buildings twice in each term § 115

itors of any town adjoining the town or either of the towns which such district is, on application of the district, shall, ter conferring with the school visitors of the town or towns which such district is situated, fix the site, and make return the town clerk of the town in which such site is located; and hall receive a reasonable compensation for their services from aid district.

§ 172 Persons not residing in a school district may attend he public schools therein, if the consent of the committee of uch district and of the school visitors of the town be first obtained, but not otherwise.

G S sec 2210
1872
Rev 1888 §2191
Nonresident pupils

§ 173 Any school district or town may, by a vote of two-thirds of those present at any legal meeting, allow its schoolhouse or schoolhouses, when not in use for school purposes, to be used for any other purpose.[1]

G S sec 2211
1872
Rev 1888 §2192
Schoolhouse may be used for other purposes

§ 174 Any school district may take land which has been fixed upon as a site, or addition to a site, of a public schoolhouse, and which is necessary for such purpose or for outbuildings or convenient accommodations for its schools, upon paying to the owner just compensation.

G S sec 4111
1856 1857
Rev 1888 §2187
School district may take land for schoolhouse

§ 175 If such school district cannot agree with the owner upon the amount of such compensation, it may prefer its petition to the superior court in the county in which the land lies, or, if said court is not in session, to either judge thereof, praying that such compensation may be determined; which shall be accompanied by a summons, signed by competent authority, notifying the owner of the land to be taken, and all persons interested therein, to appear before the said court or judge, and shall be served as a writ of summons in civil actions; and, upon said petition, said court or judge shall appoint a committee of three disinterested men, who, after being sworn, and giving reasonable notice to the parties, shall examine the land proposed to be taken, and if they approve the site, they shall ascertain its value, and assess such sum in favor of the owner as will justly compensate him therefor; but if they do not approve said site, they may fix another site on land of the same owner, and proceed as aforesaid, and report their doings to said court or judge; and their report may be rejected for any irregular or improper conduct in the performance of their duties.

G S sec 4112
1856 1872
Rev 1888 §2188
Proceedings to condemn land

§ 176 If the report be rejected, the court or judge shall appoint another committee, who shall proceed in the same manner as the first committee were required to proceed; but if

G S sec 4113
1856 1858 1872
Rev 1888 §2189
Effect of acceptance of report

[1] A district cannot without a two-thirds vote order any term of the school to be kept elsewhere than in the regular schoolhouse 28 Conn 332 As to power of the district in this respect prior to enactment of this statute in 1872, see 27 Conn 503 507

it be accepted by said court or judge, such acceptance shall have the effect of a judgment in favor of the owner of the land against the petitioner, for the amount of the assessment made by the committee, and execution may be issued therefor; and such court or judge may make any order necessary for the protection of the rights of all persons interested in the land taken; but the land shall not be used or inclosed by the district, until the amount of said judgment shall be paid to the party to whom it is due, or deposited for his use with the county treasurer. Said district shall pay the committee a reasonable compensation for their services, to be taxed by said court or judge.

G S sec 4114
1871
Rev 1888 §2190
1895 ch 27
Church or cemetery land not to be taken for school

§ 177 No school district, society, city, or town shall take for school purposes the land of any ecclesiastical society, upon any part of which a church building has already been erected, without the consent of such ecclesiastical society, or any land devoted to or used for cemetery or burial purposes.

Chapter XII

School District Taxes[1]

General Statutes, Chapter 146, page 626

G S sec 2415
1856 1860 1878
1883
Rev 1888 §3908
School district taxes, levied on what

§ 178[2] All taxes imposed by any school district shall be levied on the real estate situated therein, and the ratable personal property and polls of those persons who belonged to said district at the time of laying such tax, which polls shall be set in the list at one hundred dollars each, and upon any manufacturing or mechanical business, subject to taxation, which is located or carried on in said district, not including therein the value of any real estate situated out of the district, and also upon any mercantile business carried on in said district by any person or persons who do not reside in the town in which said school district is situated; and neither the business so taxed nor any real estate in said district shall be taxed in any other district.

G S sec 2416
1877
Rev 1888 §3909
Town poorhouse property taxable for schoolhouse

§ 179 When any school district having within its boundaries any town almshouse and farm, shall impose any tax for the purpose of building or repairing its schoolhouse, said real estate owned by said town shall not be exempt from such taxation.

[1] For exemptions see Gen Stat § 2315

[2] Real estate in any district taxable there whatever owner's residence 4 D 376; 11 Conn 479

Votes imposing school taxes inartificially drawn held valid 15 Conn 331

Rate bill not invalid because it did not show on what list laid 15 Conn 447

Personal property of deceased person's estate in settlement taxable in district of his domicile at death 38 Conn 443

§ 180[1] When real estate in any district is so entered in the list of the town in common with other real estate situated out of said district that there is no distinct and separate value put by the assessors upon the part lying in said district, one or more of the assessors of the town in which said property is situated shall, on application of said district, value said part lying in said district and return a list of the same to the clerk of said district; and notice of such valuation, and of the meeting of the assessors and selectmen in § 181 mentioned, shall be given by the district committee in the same way as a notice for district meetings.

G S sec 2417
1856 1874
Rev 1888 §3910

Land partly in district

Assessment of part in district

§ 181 At the end of ten days after such return of said list, the assessors and selectmen of the town shall meet in such place as said committee shall designate in such notice, and shall have the same power, in relation to such list, that the board of relief has in relation to town lists; and no deduction or abatement shall be made on account of the indebtedness of the owner of any real estate so taxed, unless both the debtor and the creditor belong to said district; and such list, when perfected by said assessors and selectmen, shall be lodged with the town clerk; and said valuation shall be the rule of taxation for said real estate by said district for the year ensuing; and said assessors shall be paid by said district a reasonable compensation for their services.

G S sec 2418
1856
Rev 1888 §3911

Board of relief

Deductions for indebtedness

§ 182 When any real estate in any district has not been put into the town list, or when any polls in any district, liable to taxation, have not been entered in said list, one or more of the assessors of the town in which such omission has occurred, on application of said district, shall value such real estate, and make a list of said polls, and add such property and polls to the list of the district.

G S sec 2419
1859
Rev 1888 §3912

Listing of real estate and polls omitted from town list

§ 183 When a district lays a tax on the town list last completed, and the title to any real estate has been in any way changed between the first day of October next preceding and the time of laying said tax, one or more of the assessors of the town in which such change of property has occurred, on application of such district, shall value said real estate in the name of the person owning it at the time of laying said tax, and deduct the same from the list of the person in whose name it stood on the town list.

G S sec 2420
1866
Rev 1888 §3913

Assessment of land with title changed since town list

[1] Doings of assessors under this section upheld and construed 15 Conn 447

G S sec 2121
1859
Rev 1888 §3014
Mode of such assessment

§ 184 The assessors in performing the duties mentioned in §§ 182 and 183, shall proceed in the manner prescribed for assessing real estate in § 180.[1]

[1] The following sections of the General Statutes apply to district taxes

Gen Stat § 2361 Town, society, school district, and highway taxes shall be laid either on the assessment list of the town last before or on that next thereafter completed, and be payable within one year after they are laid

§ 2382 Every collector of taxes shall, before he receives any such warrant, give to the community of which he is collector, a bond with surety to the acceptance of the selectmen, committee, or authority signing the rate bill, for the faithful discharge of his duties

§ 2383 The tax book of any collector of town, city, borough, or school district taxes shall be at all reasonable times open to the inspection of any taxpayer, and to any auditor of public accounts of such town, city, borough, or school district Any collector who shall, after request, refuse to exhibit his tax book as aforesaid, shall forfeit the sum of one hundred dollars to such town, city, borough, or school district, and such penalty may be recovered by an action on such collector's official bond

§ 2391 Every collector of town taxes shall, except as otherwise specially provided by law, publish a notice of the time and place at which he will receive them, by advertising in a newspaper published in the county at least once a week for three successive weeks next preceding the time in such notice appointed, and by posting on a signpost in his town at least three weeks before said time; and collectors of other taxes shall appoint a time and place for receiving the same, and give reasonable notice thereof; and if any tax laid by any town, city, borough, or school district, except as otherwise specially provided by law, shall remain unpaid for one month, after the same shall become due and payable, interest at the rate of nine per cent. shall be charged from the time when such tax becomes due until the same shall be paid, which shall be collectible as a part of said tax; and said collectors shall keep an accurate and separate account of all such additions, and the time when the same may be received, and shall pay over the same as a part of said tax

§ 2393 Taxes shall become due on the first day on which the collector thereof, according to the terms of the notice given by him, is ready to receive them

§ 2407 All taxes, properly assessed, shall become a debt due from the person, persons, or corporation against whom they are respectively assessed, to the city, town, district, or community in whose favor they are assessed, and may be, in addition to the other remedies provided by law, recovered by any proper action, in the name of the community in whose favor they are assessed

§ 2412 Warrants for the collection of taxes may be in the following form

To A B, collector of taxes of the (here insert the name of the community laying the tax), in the county of————, greeting: By authority of the state of Connecticut, you are hereby commanded forthwith to collect of each person named in the annexed list his proportion of the same, as therein stated, being a tax laid by (name of community), on the————day of————, A D 19—— And you are to pay the amount of said tax, less abatements, and less taxes the lien for which has been continued by certificate, to the treasurer of said (name of the community), on or before the————day of————, A D 19—— And if any person fails to pay his proportion of said tax, upon demand, you are to levy upon his goods and chattels, and dispose of the same as the law directs; and after satisfying said tax and the lawful charges, return the surplus, if any, to him; and if such goods and chattels do not come to your knowledge, you are to levy upon his real estate, and sell enough thereof to pay his tax and the cost of levy, and give to the purchaser a deed thereof, or take the body of said person, and him commit unto the keeper of the jail of said county within the prison, who is hereby commanded to receive and safely keep him until he shall pay said sum, together with your fees, or be discharged in due course of law Dated at————this————day of————, A D 19——

A B, Justice of the Peace

CHAPTER XIII

District Committees

General Statutes, Chapter 137, page 581

G S sec 2174
1860
Rev 1888 §2152
District committee to be ex officio agent

§ 185 In the absence of a special appointment the committee of a school district shall be the agent *ex officio* of said district.[1] [2]

G S sec 2233
1856 1872
Rev 1888 §2213
Powers and duties

§ 186 The committee of every district[3] shall give due notice of all meetings of the district,[4] may call a special meeting thereof at any time, and shall call one on the written request of one-fifth or of ten of the legal voters in the district stating the object for which a meeting is desired, to be held within fifteen days after such request is presented, and for any failure so to comply with such request they shall be fined not more than thirty dollars.

They shall provide suitable schoolrooms,[5] and furnish the same with fuel properly prepared;

Visit the schools, by one or more of their number, twice at least during each term;

Shall, when the scholars are not properly supplied with books, and their parents are too poor to furnish them, provide the same, the cost thereof to be included in the incidental expenses of the term;[6]

Shall suspend, or expel from school for the term, or for any part thereof, all pupils found guilty, on full hearing, of incorrigibly bad conduct;

And shall give such information and assistance to the school visitors of the town as they may require.

G S sec 2234
1861 1867
Rev 1888 §2214
1889 chs 26 §3; 47 §2
Reports

§ 187 The committee shall give to the secretary of the board of school visitors notice of the date of the commencement and close of each school term, within one week of said commencement, and at least four weeks before the close, respectively, and each committee shall, at the expiration of its term of office, on the fifteenth of July in each year, or within five days thereafter, report to the school visitors in the manner

[1] Shall employ and dismiss teachers subject to direction of district § 119

[2] The committeeman of a school district is a public agent 22 Conn 383

[3] Must be a resident of the district § 160

Committee must conform to vote of district, and its authority *de* schoolhouse and teacher is contingent on failure of district to act 33 Conn 304 305

Has power to remove teacher unless district votes otherwise 33 Conn 304 Mandamus will lie to compel committee to conform to order of district *Ib*

Previous to enactment of § 188 committee might contract with teacher for a period beyond term of office 36 Conn 282 See § 213

Committeeman may forcibly remove scholar 41 Conn 446

Committee may act as a board by a majority if all are present or have notice 46 Conn 408 [4] §§ 150 157 203

[5] When the district has a proper schoolhouse the committee cannot provide another schoolroom elsewhere 28 Conn 333

[6] § 47

and form prescribed by the state board of education. They shall return an enumeration of the children residing in the district on the first day of October in each year, in accordance with the provisions of this title,[1] and the committee of every district formed from parts of two or more towns, shall make such return to the school visitors of each of said towns, specifying the towns to which each person so enumerated belongs;[2] and shall make returns to the secretary of the board of school visitors of the town having jurisdiction over the district of the receipts, expenditures, and statistics, in accordance with blank forms furnished by the secretary of the state board of education.[3]

G S sec 2235
1895 ch 131
Limitation of power to make contracts

§ 188 No committee of any school district elected under the provisions of § 160, shall enter into any contract in behalf of said district extending beyond the expiration of the term for which he may have been elected, without first obtaining at a meeting of said district legally called for that purpose a majority vote in favor of such proposed action.[4]

Chapter XIV

Consolidation of School Districts[5]

General Statutes, Chapter 136, page 577

G S sec 2212
1866 1869
Rev 1888 §2193
1889 ch 202
1889 ch 219
Consolidation of districts

§ 189 Any town may abolish all the school districts, and parts of school districts,[6] within its limits, and assume and maintain control of the public schools therein, subject to the requirements and restrictions imposed by the general assembly; and for this purpose every such town shall constitute one school district, having all the powers and duties of a school district, with the exceptions hereinafter stated.

G S sec 2213
1866 1869 1875
Rev 1888 §2194
1889 ch 202
1889 ch 219
1903 ch 205
Vote to be by ballot at annual meeting

§ 190[7] Whenever a vote shall be taken in any town in reference to abolishing school districts and assuming control of public schools therein, and whenever a vote shall be taken to re-establish school districts under § 207 of this chapter, such vote shall be by ballot[8] at an annual town meeting, upon notice

[1] §§ 218 221 [2] § 242

[3] To be notified of estimates and appropriations §§ 231 233

[4] § 119

[5] The assumption of control by the town carries with it all necessary power to repair school buildings 71 Conn 740 741

A town assuming control of the school property holds it in trust for educational purposes 73 Conn 170 171

Transfer of control from districts to town is merely a transfer from one public agency to another *Ib*

[6] School districts are mere governmental instruments for the performance of the governmental duty of providing education 59 Conn 60

[7] Town registry list is registry list for school purposes § 155

[8] Official ballots will be furnished by the secretary of state Gen Stat § 1632

thereof given in the warning.[1] The selectmen shall provide a ballot box for that purpose, marked "Consolidation of School Districts." Those in favor of such consolidation shall deposit in said box a ballot with the words "Consolidation of School Districts, Yes" written or printed thereon, and those opposed shall deposit a ballot with the words "Consolidation of School Districts, No" written or printed thereon, and in towns divided into wards or voting districts for annual town meetings such a ballot box shall be provided at each of such wards or voting districts, and the ballots shall be examined, assorted, counted, and declared in the manner provided by law.[2] Section 1649 of the general statutes in so far as the same is inconsistent herewith shall not apply to votes taken under the provisions of this section.[3]

G S sec 2214
1867
Rev 1888 §2208
1889 ch 202
1889 ch 219

When vote to consolidate takes effect

§ 191 A vote to consolidate the school districts in any town into one district shall take effect on the first Monday of July next succeeding said vote, and any town assuming the control of its public schools, as provided in this chapter, may at any annual meeting, not previous to the fifth annual meeting thereafter,[4] vote to abandon such control and re-establish the several districts as they were before said action, which vote shall be by ballot, in the manner prescribed in § 190.

G S sec 2215
1867
Rev 1888 §2195
1889 ch 219
1905 ch 97 §1

Number and election of committee; qualifications

§ 192 The selectmen of a town voting to consolidate shall determine, not later than the first Monday of May, the number of which the town school committee shall consist.[5] Such committee shall consist of either three, six, nine, or twelve residents of said town. Every such town shall, at a special meeting of said town called for the purpose by the selectmen, to be held on the first Monday of June following, elect by ballot a town school committee of the number determined upon by said selectmen. In all cases the number of the committee to be elected shall be stated in the warning of said meeting. Such election shall be conducted in the same manner as the annual elections of towns.[6]

G S sec 2216
1867
Rev 1888 §2195
1889 ch 219
1905 ch 97 §2

Minority representation on committee; terms of office

§ 193 If the number of the committee to be elected shall be six or twelve no person shall vote for more than half that number; if the number be nine, no person shall vote for more than five, and the six, nine, or twelve persons, as the case may be, receiving the highest number of votes, shall be the town

[1] What constitutes sufficient notice; not necessary to give each school district particular notice 73 Conn 166

The following clause will be sufficient

To determine by ballot whether the town will abolish all the school districts and parts of school districts within its limits and assume and maintain control of the public schools

[2] Gen Stat § 1656 [3] Official envelopes not required

[4] Vote to abandon control, taken before the fifth annual meeting, is of no effect 73 Conn 172

[5] See § 97 [6] See ch xx

school committee of said town for the respective terms as hereinafter provided, commencing on the first Monday of July next following. The members of such committee so elected shall divide themselves into three equal classes, holding office respectively until the second, third, and fourth subsequent annual town elections of said town, at which elections and at every annual election, subsequent to the last thereof, two, three, or four members, as the case may be, shall be elected by ballot for a term of three years, in the manner prescribed in section 110. If the number of the committee to be elected shall be three, the members thereof shall all be annually* elected at the annual town meeting, and no person shall vote for more than two; the three persons receiving the highest number of votes shall be such town school committee.

G S sec 2217 1867 Rev 1888 §2196 School business to be done at town meetings

§ 194 All business relating to public schools in such towns shall be transacted at town meetings.[1]

G S sec 2218 1867 Rev 1888 §2197 1889 ch 47 §3 1895 ch 67 1895 ch 304 General powers of town school committee

§ 195 The town school committee shall have the powers and duties of high school committees,[2] district committees,[3] and boards of school visitors;[4] [5]

Shall see that good public schools of the different grades are maintained in the various parts of the town for not less

* May be elected biennially under the following act if the electors shall so determine:

Chapter 227, Acts of 1907, Sec. 1. Any town, if the electors thereof shall so determine by ballot at an annual meeting of such town or at a special meeting thereof duly warned and held for that purpose, may, at the annual town meeting next thereafter held, and biennially thereafter, elect any or all town officers now required by law to be elected annually, to hold office for the term of two years from the date of their election and until their successors shall be elected and qualified.

[1] See note § 56. [2] § 66 [3] Ch xiii

[4] § 111 Return of names to secretary of state § 99 Term of office § 100 Refusal to accept office § 101 Eligibility § 103

[5] *Duties and powers*

Town school committee

1 To enforce labor law § 27
2 Forward names of pupils for normal schools § 14
3 Give leaving certificates § 19
4 Examine manufacturing establishments § 28
5 Employ teacher of music § 42
6 If directed by town, purchase text-books § 45
7 Grant hearing to parents in certain cases § 48
8 Superintend high schools § 67
9 Consent to attendance of children at non-local high school § 68
Consent to conveyance of high school children § 72
10 Provide evening school instruction § 76
Rooms, etc., for evening schools § 77
Certify attendance to comptroller § 79
Request relief from evening school law § 81
11 Organization
Choose chairman, secretary § 111
For enumeration of duties see § 111
When chairman shall call meeting § 112
Secretary shall keep records § 113

than the length of time that would be required had no such consolidation been made;

Manage the property of the town pertaining to schools;

Examine,[1] employ, and dismiss the teachers for the schools of such towns;[2]

Lodge all bonds, leases, notes, and other securities with the treasurer of said town, unless the same have been intrusted to others by the grantors, or the general assembly;

Pay the town treasurer all money which they may receive for the support of schools;

Determine the number and qualifications of the scholars to be admitted into each school;

Designate the schools which shall be attended by the children within their jurisdiction, and may arrange with the committee of any adjacent town or district for the instruction therein of such children as may attend there more conveniently;

Shall fill vacancies in their own number until the next annual town meeting when vacancies shall be filled as provided in § 193, and the ballot shall distinctly specify the vacancy to be filled;

Shall annually, during the first two weeks of September, ascertain the expenses of maintaining the schools under their superintendence, during the year ending the fourteenth day of the previous July,[3] and report the same, with the amount of moneys received toward the payment thereof, to the annual

12 Appoint acting visitors § 115
Superintendent § 116
Compensation § 117
13 Examine teachers and grant certificates §§ 118, 210
Revoke certificates § 118
14 Employ and dismiss teachers §§ 119, 213
15 Members cannot be appointed teachers §§ 120, 214
16 Select and approve books and apparatus §§ 121, 216
17 Returns to comptroller children of certain ages § 122
18 Text books, cannot change except by two-thirds vote § 125
19 May require vaccination §§ 126, 282
20 Preserve books and documents § 127
21 May administer oath § 128
22 May choose superintendent § 129
Form supervision district § 130
Petition state board of education for agent to supervise schools § 133
23 Custodian of registers § 215
24 May appropriate library money § 217
25 Make enumeration § 221
Examine and correct returns § 221
26 Make certificate to comptroller § 223
27 Certify to average attendance in certain towns § 226
28 Penalty for fraudulent returns § 245
29 Recommend changes in schoolhouses to secure light, ventilation, or sanitary arrangements § 280

[1] § 118 [2] § 119 [3] § 232

town meeting, and shall, at the same time, make a full report of their doings, and the condition of the schools under their superintendence, and of all important matters concerning the same;

And shall perform all lawful acts which may be required of them by the town or which may be necessary to carry into effect the provisions of this title.[1]

G S sec 2219
1867
Rev 1888 §2198
Property of consolidated districts

§ 196 Such towns shall assume the property and be responsible for the debts of the districts within their respective limits.[2] Such property shall be appraised and the amount of the debts estimated under the direction of the town, and the appraised value of such property may be raised by a tax to be laid by the town on its grand list next completed; and if such tax is raised, the taxpayers in each of the districts previously existing shall be paid or credited on the rate bill with their respective proportions of any excess of the property of such district over and above its liabilities, as ascertained by the town; or the difference in the value of the property of the several districts may be adjusted in any other manner agreed upon by the parties in interest. Permanent funds vested in any town for school purposes shall remain in charge of the school fund treasurer of the town.

G S sec 2220
1867
Rev 1888 §2199
Time for paying tax extended

§ 197 Whenever any town shall have assumed control of and appraised the school property as provided in § 196, the town may, by vote in town meeting, extend the time in which the taxpayers of any district or districts shall be required to pay the excess of assessment over the appraised value of the property in such district for a period not exceeding five years, and all the property belonging to the school districts over which any town has assumed or shall assume control shall be vested in such town to be held for school purposes so long as so required, and may be sold and deeded by said town when not required for school purposes.

G S sec 2221
1867
Rev 1888 §2200
Proceedings in case of joint districts

§ 198 Whenever any town has voted, or shall vote, to assume control of all the schools, as provided in this chapter, in case there is a joint district the selectmen of the towns out of which such joint district is formed shall meet within ten days after receiving a written request for such meeting signed by the first selectman of either of said towns, and appraise the schoolhouse and other school property owned and used by said joint district and determine what proportion is owned by the inhabitants of the towns residing in said district. If the several boards of selectmen shall not agree, the same shall be deter-

[1] Powers conferred and duties imposed by this section construed 65 Conn 183 [2] See § 143

CHAPTER 93 PUBLIC ACTS OF 1907

An Act amending an Act concerning Appraisal of School Property of Consolidated Districts

This act amends Section 196 on opposite page

Chapter 14 of the public acts of 1907 is hereby amended to read as follows: Whenever any town has consolidated or shall consolidate the school districts within such town under the provisions of section 2212 of the general statutes and has voted or shall vote to appraise the property of said districts, the first selectman, one member of the town school committee elected as provided by section 2215 of the general statutes as amended by chapter 97 of the public acts of 1905, to be appointed by said committee, and one member of the board of assessors, to be appointed by said board of assessors, shall constitute a committee to make the appraisal provided for by section 2219 of the general statutes.

school committee, shall be paid by the town treasurer on orders drawn by the town school committee, except so far as they may be met by the income from local school funds. Such orders may be signed by such persons on behalf of the school committee as the committee by by-law or special vote, certified by the secretary to the town treasurer, may provide; and in the absence of such by-law or special direction by the secretary.

1905 ch 97

Payment of school expenses

§ 202 When any part of a school district lying in two or more towns shall be abolished or consolidated by either, its selectmen shall give immediate notice thereof to the selectmen of the other town or towns, which shall thereafter provide for the schooling of the children belonging thereto, who formerly belonged to said school district.

G S sec 2225 1872 Rev 1888 §2204

Notice when part of district is abolished

§ 203 Any school district which has been, or shall be, abolished by any town, may settle and close up its affairs; and its district committee last elected, or the selectmen of said town, may call special meetings of the district.

G S sec 2226 1879 Rev 1888 §2205

Settlement of affairs of abolished district

[1] §§ 55 97 [2] Ch xvi

G S sec 2227
1879
Rev 1888 §2206
Payment of debts of district

§ 204 If any such district has, or shall, become liable, by judgment or otherwise, to pay any claims or demands upon it, or if expenses and liabilities have been or shall be incurred by it in settling up its affairs, after consolidation, the selectmen of said town, upon the request of said district, shall pay the same and charge the amount to the district, and said amount shall be raised by the selectmen adding the same to the tax to be laid by the said town on its grand list next completed of the taxable property of such district.

G S sec 2228
1879
Rev 1888 §2207
Collection of taxes of district

§ 205 Said selectmen shall collect all taxes, claims, and demands in favor of such district, in the name of the district, and credit the same to the district, less expenses of collection.

G S sec 2229
1867 1877
Rev 1888 §2209
Towns reimbursed for improvements

§ 206 When any town has voted to re-establish its school districts as provided in § 191, each of the districts shall pay the town for all improvements which the town has made on the schoolhouse, its furniture, and appurtenances within the district. The amounts to be thus paid shall be determined by the selectmen and the town school committee. When such payments are made the town shall restore or make good to each of the districts the school property and local funds formerly belonging to the district. If any district shall refuse or neglect to make the payment required by this section till the expiration of six months after the passage of the vote of the town to re-establish the districts, the selectmen may cause a tax sufficient to make said payment, including the cost of laying and collecting such tax, to be laid on the district in the manner provided by law for school district taxes except that the selectmen shall perform the duties required of district committees therein, and to be collected and paid to the town.

G S sec 2230
1877
Rev 1888 §2210
Vote to re-establish

§ 207 A vote to re-establish the school districts shall not take effect further than to authorize the district to hold meetings, lay and collect taxes, and appoint officers for these purposes, till all the settlements and payments required by § 206 have been made; and unless such payments and settlements are made within one year after the passage of said vote said vote shall be null and void.

G S sec 2231
1877
Rev 1888 §2211
Town school committee to become school visitors

§ 208 When any town in which the school districts have been consolidated has abandoned or shall abandon such system, the persons elected school committee of such consolidated districts at the election next preceding such abandonment shall be and remain the members of the board of school visitors of such town, with all the powers and duties of school visitors, during the term for which they were or may be respectively elected, in the same manner as if elected school visitors of such town.

§ 209 Towns shall have the same powers, and be subject to the same regulations, as school districts, in taking land for schoolhouses, outbuildings, and convenient accommodations for schools.[1]

G S sec 2232
1867
Rev 1888 §2212
1895 ch 27
Taking land for school purposes

Chapter XV

Teachers[2]

General Statutes, Chapter 140, page 584

§ 210 School visitors, town school committees, or boards of education shall, as a board, or by a committee by them appointed, examine[3] all persons desiring to teach in the public school; and give to those with whose moral character and ability they are satisfied, if found qualified to teach reading, writing, arithmetic, and grammar, the rudiments of geography and history, and the rudiments of drawing if required,[4] a certificate authorizing the holder to teach in any public school in the town or district so long as desired, without further examination unless specially ordered; such certificate may limit the authority to teach to a specified time or in a specified school.[5] No

G S sec 2245
1856 1867 1872
Rev 1888
§§2132 2135
2197 2221
1898 ch 157 §4
1895 ch 304
1901 ch 81 §5
Examination of teachers; certificates

[1] §§ 158–161

[2] 1 May be employed by — *a* school visitors § 40
b board of education § 60
c district committees § 137
d town committees § 195
e high school committees § 66
f teacher of music § 42
2 May be examined by — *a* state board of education § 4
b school visitors § 210
c boards of education § 62
d town committee § 195
3 Make eyesight tests § 5
4 Shall be paid once a month unless district vote otherwise § 235
5 The reasonableness of the punishment administered by a school teacher to a pupil is purely a question of fact 53 Conn 481
6 A school teacher has a right to require obedience to reasonable rules and a proper submission to his authority, and to inflict punishment for disobedience *Ib*

In the absence of rules established by the school board or other proper authority, the teacher has a right to make all necessary and proper rules for the regulation of the school *Ib*

In inflicting corporal punishment the teacher must be governed, as to the mode and severity of it, by the nature of the offense, and by the age, size, and physical condition of the pupil Where a boy has been habitually refractory and disobedient, the teacher, in punishing him for a particular offense, may take into consideration his habitual disobedience *Ib*

And it is not necessary that he should inform the pupil at the time that he is punishing him for his past as well as present misconduct *Ib*

[3] § 118

[4] §§ 17 38 118

[5] General certificate of teacher is sufficient in any district of the town where issued 36 Conn 282

A general certificate of examination and approbation not limited to any particular district or term of school makes the holder qualified to teach in any

certificate to teach in grades above the third in graded schools nor in classes corresponding to such grades in ungraded schools shall be granted to any person who has not passed a satisfactory examination in hygiene, including the effects of alcohol and narcotics on health and character.[1] If a person is examined and found qualified to teach branches other than those required in all cases, such branches shall be named in his certificate. Said certificate shall be signed by a majority of the board or committee or by all the members of the committee appointed to examine. They may revoke the certificates of such teachers as shall at any time be found incompetent to teach or to manage a school, or fail to conform to their requirements.[2]

G S sec 2246
1884
Rev 1888 §2222
1895 ch 135

State board of education may grant certificate

§ 211 The state board of education may, upon public examination in such branches and upon such terms as it may prescribe, grant a certificate of qualification to teach in any public school in the state, and may revoke the same. The certificate of qualification issued under this section shall be accepted by boards of school visitors, boards of education, and town school committees in lieu of any other examination.

G S sec 2247
1856
Rev 1888
§§2221 2222
1895 ch 135

Teacher must have a certificate

§ 212 No teacher shall be employed in any school receiving any portion of its support from the public money until he has received a certificate of approbation in accordance with the provisions of this chapter; nor shall any teacher be entitled to any wages, so far as the same are paid out of any public money appropriated to schools,[3] unless he can produce such certificate, dated previous to the opening of his school.

G S sec 2248
1856 1857 186[illegible]
Rev 1888
§§2122 2130
2135 2153
2197 2213
2216
1895 ch 131

§ 213 Town school committees, boards of education, and high school and district committees unless otherwise directed by the district or ordered by the town, shall employ and dismiss the teachers for the schools of their respective towns or districts;[4] but no district committee shall employ a teacher for a

district of the town unless it is revoked or a re-examination required 36 Conn 282

The provision as to new certificate, if required by school visitors, applies only to certificates limited as to time or qualification 36 Conn 282

A school district contracting with a teacher who has an old certificate from the board of school visitors, without requiring a new one, cannot afterwards repudiate the contract because he should have had a new one *Ib*

[1] §§ 43 44

[2] Teacher may be discharged by the district; and in absence of action by the district, may be discharged by the committee 33 Conn 304

If improperly discharged by the committee the district may compel reinstatement 33 Conn 305 306

Is not a public officer in ordinary sense of the word; his wages are subject to attachment 53 Conn 509 Status of teacher, as to district *Ib* [3] Ch xvii

[4] Teachers may be discharged by the district, or in the absence of any action by the district, by the district committee, if they think it for the interest of the school If improperly discharged against the orders of the district, they will be reinstated by a writ of mandamus 33 Conn 304–306

longer period of time than that for which he may have been elected without first obtaining, at a meeting of said district legally called for that purpose, a majority vote in favor of such proposed action.[1] Any town, unless otherwise provided, may direct the school visitors to employ the teachers for all public schools of the town for such terms of the schools as it may specify.

Who may employ teachers
School visitors
Town

§ 214 No person elected to the office of school visitor or town school committee shall be employed as teacher in the town where he is school visitor or member of the town school committee, If any school visitor or member of the town school committee shall be employed, contrary to the provisions of this section the office of school visitor or town school committee to which he was elected shall become vacant.

G S sec 2249
1895 ch 67
Teacher not to be a school visitor
School visitor

§ 215 The teacher of every public school shall correctly keep the school register provided by the state, in the manner and form required by the state board of education,[2] and at the end of each school term, and before said teacher shall leave such school, shall certify in writing to the correctness of the same, and immediately deliver it to the secretary of the board of school visitors,[3] town school committee, or board of education having jurisdiction over such school; and no teacher shall receive any pay except for such time as the register has been legally kept and certified.

G S sec 2250
1856 1867 1875
Rev 1888 §2223
1895 ch 21
Teacher to keep register

Chapter XVI

School Libraries and Philosophical Apparatus

General Statutes, Chapter 139, page 583

§ 216 The treasurer of the state, upon the order of the secretary of the state board of education,[4] shall pay ten dollars to every school district, and to every town maintaining a high school, which shall raise by tax or otherwise a like sum for the same purpose, to establish within such district, or for the use of such high school, a school library composed of books of reference, and other books to be used in connection with school work, and to procure maps, globes, or any proper philosophical and chemical apparatus; and the further sum of five dollars annually,[5] upon a like order, to every such district or town which has raised a like sum for the current year for maintaining or replenishing such library or apparatus.

G S sec 2242
1856 1867 1869
1870 1872 1882
Rev 1888
§§2218 2219
State grant

[1] Previous to enactment of § 188 a teacher might be employed by the committee for a period extending beyond committee's term of office 36 Conn 282
[2] § 2 [3] § 115 [4] § 8
[5] The library year coincides with the calendar year

If the number of scholars in actual attendance[1] in any such district or high school exceeds one hundred the treasurer shall pay ten dollars in the first instance, and five dollars annually thereafter, for every one hundred or fractional part of a hundred scholars in excess of the first hundred.

The expense incurred by any district in accordance with the provisions of this section may be reckoned among its incidental expenses, to be defrayed in the manner provided in this title for such incidental expenses.

School visitors

The selection of all books and apparatus shall be made or approved by the board of school visitors, or the town school committee, which shall also prescribe the rules for their management, use, and safe-keeping.[2]

G S sec 2243
1889 ch 17

Purchase of books and apparatus

§ 217 The town school committee or the joint board of selectmen and school visitors in each town may appropriate money for the purchase of books and apparatus to be used in the public schools of the town. The money thus appropriated shall be expended by a committee on libraries and apparatus, annually appointed by the town school committee or school visitors, to whom the treasurer of the town shall pay such money upon the written order of such committee.

The treasurer of the state upon the order of the secretary of the state board of education shall annually pay said committee five dollars for every public school within said town, and, if the number of scholars in any public school within the town exceeds one hundred, the treasurer shall annually pay to said committee five dollars for every one hundred scholars and fractional part of one hundred scholars in actual attendance at such school; but no greater amount shall be paid to such committee by the state than is paid during the same year by the town for the same purpose; and *provided* that any amount paid by the state under § 216 to any district or for any high school within said town shall be deducted from the amount payable under this section.

The books and apparatus so purchased shall remain the property of the town and under the care and control of said committee.

[1] Actual attendance means number of different scholars registered in school year

[2] Teachers may ask advice and assistance of the Connecticut public library committee § 263

Chapter XVII

Support of Public Schools[1]

General Statutes, Chapter 141, page 586

G S sec 2252
1888 1849 1878 1883
Rev 1888 §2224
1889 ch 26 §1
1897 ch 50
1901 ch 82

§ 218 The committee of each school district or, if they fail or are unable to do so, the clerk, shall annually in October ascertain the name and age of every person over four and under sixteen years of age who shall belong to such district, on the first Monday of said month, together with the names of the parents or guardians of such persons and the place where such persons are attending school in said month of October. If any such persons are not attending school, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed. Returns shall be made to the school visitors of the town to which such district belongs, on or before the twentieth of October; children temporarily residing in one district but having parents or guardians residing in another shall be enumerated only as belonging to the latter district. For making such enumeration the committee or clerk of the district shall receive one dollar, and in addition thereto three cents for each child enumerated in excess of fifty, and the cost of said enumeration shall be paid from the amount appropriated by the town for the support of schools in said district. If the return of enumeration is not made to the board of school visitors on or before said twentieth of October, one of the school visitors or a person duly appointed by the board of

1907 ch 81 §1
Enumeration of children in districts

[1] Gen Stat § 61 Whenever any specific appropriation of money may have been made by the general assembly, by the representatives and senators of any county, or by any community or corporation named in the preceding section, every agent, commissioner, or executive officer of the state, or of any county, city, borough, town, or school district, who shall wilfully authorize or contract for the expenditure of any money, or the creation of any debt for any purpose in excess of the amount specifically appropriated for such purpose by the general assembly, the county representatives and senators, or the community or corporation of which he is agent, commissioner, or executive officer, unless such expenditure shall be made or debt contracted for the necessary repair of roads or bridges, *or the necessary support of schools* or paupers, in cases arising after the proper appropriation has been exhausted, shall be fined not exceeding one thousand dollars, or imprisoned in the county jail not exceeding one year, or both

Gen Stat § 60 The general assembly, in behalf of the state; the representatives of the towns and the senators resident in the several counties, in behalf of their respective counties; every city, by its common council when so authorized by its charter, or by its freemen in legal meeting assembled; and every town, borough, or school district, by legal meeting of its qualified voters, may make appropriations of specific sums of money for any purpose authorized by law, and by the warnings of the meetings at which the appropriations are made

As to what constitutes an appropriation see 58 Conn 486

school visitors shall make a complete enumeration before the first of November next following and return it to said school visitors, and shall receive therefor a sum not to exceed five cents for each child so enumerated.

G S sec 2253
1849
Rev 1888 §§2225
1889 ch 26 §2
1895 ch 222
1897 ch 50

Return of enumeration

§ 219 Such return shall be signed and sworn to by the person making it, substantially in the following form:

> **I hereby certify that I have carefully enumerated, according to law, all persons between the ages of four and sixteen years, within the———— school district, and find that on the first Monday of October, A.D. 19—, there were of such persons, residing in and belonging to said district, the number of ————.**
>
> **A. B.**
>
> **On this———— day of————, A. D. 19—, personally appeared the above-named A. B. and made oath to the truth of the above return by him subscribed before me.**
>
> **———— ————, Justice of the Peace.**

G S sec 2254
1849 1887
Rev 1888 §§2227
1889 ch 26
§§2 3
1897 ch 50

Correction of returns certificate

§ 220 The school visitors of the town shall examine and correct the returns made to them, so that no person shall be enumerated twice in different districts or be improperly returned, and lodge them as corrected with the town treasurer. They shall also transmit to the comptroller,[1] on or before the fifth day of December, annually, a certificate in which the number of persons shall be inserted in words at full length, which shall be sworn to, substantially, according to the following form:

> **We, the school visitors of the town of————, certify that from the returns made to us under oath, as by law provided, we find that on the first Monday of October, A.D. 19—, there were residing within the school districts belonging to said town the number of———— persons between four and sixteen years of age; and from the best information we can obtain, we believe that said number is correct.**
>
> **————,**
>
> **————,**
>
> **————,**
>
> **School Visitors.**
>
> **on this———— day of————, A.D. 19—, personally appeared the above-named school visitors, and made oath to the truth of the above certificate by them subscribed before me.**
>
> **C. D.**
>
> **Justice of the Peace.**

G S sec 2255
Rev 1875 p 139
Rev 1888
§§2197 2224
1889 ch 26
1897 ch 50
1901 ch 82
1903 ch 64

§ 221 Town school committees shall annually appoint one or more persons who shall, in October of each year, ascertain the name and age of every person over four and under sixteen years of age who shall belong to such town on the first Monday of said month and the place where such persons are attending school in said month of October. If any such persons are not attending school, then the person making the enumeration shall ascertain the reason for such nonattendance and, if such persons are employed at labor, the names of their employers or of the establishments where they are employed.

[1] § 122

Returns shall be made to the town school committee on or before the twentieth of October. Said person so appointed shall receive a sum not exceeding five cents for each child so enumerated. Such return shall be signed by the person making it and sworn to substantially according to the form prescribed in section 219. The town school committee shall examine and correct the returns made to it so that no person shall be enumerated twice or be improperly returned, and lodge them, as corrected, with the town treasurer, and shall also transmit to the comptroller, on or before the fifth of December annually, a certificate in which the number of persons shall be inserted in words at full length, which shall be sworn to substantially according to the form prescribed in section 220.

1907 ch 81 §2
Enumeration in consolidated districts

§ 222 Every person having control of a child between four and sixteen years of age, who shall wilfully refuse to give the person making the enumeration required by this chapter the name and age of such child, and such information concerning the school attendance of such child as said chapter requires, shall be fined three dollars.

G S sec 2256
1884
Rev 1888 §2226
Penalty for refusing to give age of child

§. 223 The comptroller shall annually, as soon after the twenty-eighth of February as may be, draw orders for the support of the common schools at the rate of two dollars and twenty-five cents for each child between the ages of four and sixteen years on the enumeration last made and perfected, which orders shall be payable from the civil list funds of the state, and be divided and distributed among the several towns in proportion to the number of persons in each between the ages of four and sixteen years, as ascertained from said returns; and he shall transmit the amount distributed to each town to its treasurer, on the application of its school visitors, or its town school committee; but no such money shall be transmitted to any town until the comptroller shall have received from its school visitors or committee a certificate, signed by them or their chairman and secretary, and substantially in the following form:

G S sec 2257
1849 1854 1856
1871 1872
Rev 1888 §2228
1893 ch 238
1897 ch 5 §2
Grant by state

We, the school visitors (or town school committee) of the town of ————, certify that the schools in said town have been kept for the period required by law during the year ending the fourteenth day of July last, by teachers duly examined and approved, and have been visited according to law; and that all moneys drawn from the public treasury by said town for said year, appropriated to schooling, have been faithfully applied and expended in paying for teachers' wages, and for no other purpose whatever.

Dated at ————, this ———— day of ————, A. D. 19—.

————————— } School Visitors
————————— } (or Town School
————————— } Committee).

To the comptroller.

1903 ch 102 §1
Support of schools
Average attendance
Grant to certain towns
1907 ch 216 §1

§ 224 Every town having a valuation of less than one million dollars may annually receive from the treasurer of the state upon the order of the comptroller a sum which will enable the town to annually expend for the support of public schools twenty-five dollars for each child in average attendance, as determined by the attested school registers for the school year ending July fourteenth; *provided,* that payments of principal or interest on indebtedness, the expense of new buildings, sites, and permanent improvements shall not be included in obtaining the cost of each scholar in average attendance, and, *provided,* that the said state grant shall be expended only for teachers' wages.

1903 ch 102 §2
Condition; four mills tax

§ 225 The comptroller shall not draw an order in favor of a town under the provisions of §224 unless the town, in the year for which said average attendance grant is made, shall have laid and collected a tax of not less than four mills on its grand list for the support of schools and shall have expended the same.

1903 ch 102 §3
Method of payment by the state

§ 226 The secretary of the board of school visitors or town school committee of every town entitled to a grant under the provisions of § 224, shall on or before the fourteenth day of July, 1904, and annually thereafter, certify under oath to the state board of education upon blanks to be furnished by said board, the average attendance in each school in said town, and shall also certify that the schools of the town have been kept for the period required by law during the year ending the fourteenth day of July, by teachers legally examined and found qualified under the provisions of section 210 or section 211 and not disapproved by the state board of education and that the amount raised by tax as provided by § 225 has been expended for the support of public schools, and that the state grant authorized by § 224 has been expended for teachers' wages and for no other purpose. The comptroller shall, on application of said board, draw an order on the treasurer in favor of the town for the amount provided in § 224. Nothing in this section shall be construed to limit the duties and powers of school officers as prescribed in section 210.

G S sec 2361
1856
Rev 1888 §2230

Comptroller may make deduction from school moneys

§ 227 When the school in any school district shall not be kept according to law,[1] the school visitors of the town, to which such district belongs, shall, in their certificate or certificates to the comptroller for the year following, state such fact, and also the number of children enumerated in such district; and when application is made for the school moneys payable to

[1] § 123 A district is not entitled to any state or town money unless the schoolhouse and outbuildings are satisfactory to the school visitors § 169

such town for said year, he shall deduct from the whole number of children enumerated in such town the number contained in such district; and shall draw an order for such part only of the moneys that would otherwise go to said town, as is proportioned to the number of children in the remaining districts therein.

§ 228 If any money appropriated to the use of schools shall be applied by a town or school district to any other purpose, such town or school district shall forfeit the amount thereof to the state; and the comptroller shall sue for the same in behalf of the state, to be applied, when recovered, to the use of schools.

G S sec 2262
1798
Rev 1888 §2231
Misapplication of school money

§ 229 The income of the town deposit fund,[1] belonging to any town, and of any other town fund which is or shall be established or appropriated for the support of public schools in any town, shall be paid annually into the town treasury, for the support of public schools therein.

G S sec 2263
1870
Rev 1888 §2232
Income of town deposit fund

§ 230 The income of any fund that is or shall be established or appropriated for the support of public schools in any school district or school society existing in any town, shall be paid annually into the treasury of such district or society, for the support of public schools therein; but if such district or society shall at any time cease to exist, then the principal of said fund shall be paid over to the school fund treasurer of the town,[2] the income thereof to be applied for the support of public schools therein, in the manner prescribed in § 199.

G S sec 2264
1879
Rev 1888 §2233
School society and district fund

§ 231 The school visitors and selectmen in each town which has not voted to consolidate its school districts shall meet as a joint board on the third Tuesday of June in each year, and prepare a statement showing the estimated cost of each and all the public schools in their town, for the next succeeding school year, and shall immediately thereafter notify the committees of the respective school districts of the several amounts so fixed.

G S sec 2265
1886 1887
Rev 1888 §2234
1893 ch 126
Meeting of joint board of school visitors and selectmen

§ 232 The school year shall commence on the fifteenth day of July, and end on the fourteenth day of July.

G S sec 2266
1886
Rev 1888 §2235
1889 ch 47 §3
School year defined

§ 233 The school visitors and selectmen in each town which has not voted to consolidate its districts shall, as a joint board, present at the annual town meeting a written or printed statement of the total cost of each and all of the public schools in such town for the school year next preceding, and an estimate of the cost of such schools for the current school year.

G S sec 2267
1869 1870
Rev 1888 §2236
Estimates; expenses exceeding estimates

[1] Ch xviii [2] §§ 55 97

Said board shall also on or before the fifteenth of October in each year fix the several amounts which in their judgment will be sufficient to pay the wages of teachers, including board, and the incidental expenses of maintaining the schools in the various districts within the jurisdiction of such town, for the period during the current year, that schools are required by law, or by vote of the town, to be maintained; shall notify the respective districts of the several amounts so fixed; and if any district, by contributing the teachers' board, or any of the incidental expenses of the school, be enabled to continue its school year beyond the time required by law, said district shall, subject to the approval of the board of school visitors, be entitled to the whole amount so fixed.

G S sec 2268
1872
Rev 1888 §2146
Record

§ 234 The secretary of the board of school visitors shall keep, in a book provided by the town, a record of all the decisions of the joint board of school visitors and selectmen.

G S sec 2269
1870 1872 1885
1886
Rev 1888 §2237
1895 ch 75
Time of payment to districts

§ 235 Whenever a school district shall, at its annual school meeting, neglect to fix the time or period for the payment of its teachers, they shall be paid at the end of each school month, and at the close of every such month or period for the payment of teachers and on the certificate of the school visitors or acting visitor or visitors that the schools of the district for such month or period have been kept in all respects according to law the selectmen shall draw an order on the town treasurer in favor of such district for a sum of money sufficient, and no more than sufficient, to pay the expenses incurred by such district for said month or period for the wages of teachers, including board, and for fuel and incidental expenses, if the expenses incurred by the district for the above-named purposes, during the school year, do not exceed the amount fixed upon for such district as provided in this chapter. If such expenses exceed said amount, the joint board of school visitors and selectmen shall meet, on or before the fourteenth of July in each year, and decide whether or not the expenditure in excess of the amount fixed upon was necessary to maintain the school or schools of the district for the time required by law. If said board shall decide that such additional expense was necessary, the selectmen shall draw an order on the town treasurer for an amount sufficient to pay the same; but if said joint board shall decide that such additional expense was not necessary the district shall pay it, unless the town otherwise order.

G S sec 2270
1895
Rev 1888 §2238
Payment of teacher

§ 236 Whenever a district shall vote to pay its teacher or teachers oftener than once each term, and for fixed periods of not less than four weeks each, or when, as provided in

§ 235, the salary of teachers shall be payable monthly, it shall be the duty of the school visitors, or acting school visitor or visitors, at the close of each of the aforesaid periods of school or school months, to give to the selectmen a certificate stating whether or not the schools of the district have been kept in all respects according to law during such period.

G S sec 2271
1870
Rev 1888 §2239
Tax in city school districts

§ 237 No town which includes a city within its limits shall be required to expend for school purposes in any year a greater sum than would be raised by a tax of one mill on its grand list, if said city is organized into one or more school districts by which a sum has been appropriated for the support of public schools during the year in which such tax would be payable, sufficient, with the income derived from other sources, to pay the wages of teachers, the cost of fuel, and the incidental expenses of the public schools of said district or districts for at least thirty-six weeks of said year; *provided,* that said sum shall be paid, without abatement, on or before the first of March next following the time at which the town tax shall have become due, to the several school districts in the town, in proportion to the number of children in each, at the last preceding enumeration, between the ages of four and sixteen years.

G S sec 2272
1860
Rev 1888 §2240
Neglect to support school

§ 238 Every town which shall neglect or refuse to provide for the support of its schools shall forfeit to the state a sum equal to the amount which it is required to raise and appropriate.

G S sec 2273
1870 1880
Rev 1888 §2241
1889 ch 203
1893 ch 96
Discontinuance of small schools; transportation of children

§ 239 When the number of scholars in any district for any term of school shall be so small that in the judgment of the school visitors the maintenance of a separate school in said district for such term is inexpedient, said board of school visitors may unite the school of such district with the school of an adjoining district or districts, and when the school of any district shall be thus united with the school of another district or districts it shall be as full a compliance with the law as if said district had maintained a separate school for the time required by law. Whenever any school shall be discontinued, under the provisions of this section the school visitors may provide transportation for children to and from school, and the expenses of such transportation, when approved by the board of school visitors, shall be paid by the town treasurer, upon the order of the selectmen.

G S sec 2274
1870
Rev 1888 §2242
Extra expenses incurred by districts

§ 240 If a district maintains a school of a higher order than is required by law, and thereby incurs increased expense for its school; or if any district shall continue its school for a longer time than is provided for at the expense of the town,

according to § 38, or if any district shall expend for teachers' wages or other purposes, a sum which the school visitors and selectmen deem unnecessary and extravagant; the cost of such school, above the sum received by such district from the town, shall be paid by a tax laid by said district. Nothing, however, in this title shall be construed as forbidding the payment of the additional expenses of continuing a school, longer than the time required by law, by voluntary contribution or by tuition charges.

G S sec 2275
1870
Rev 1888 §2243
1889 ch 26 §2
1889 ch 47 §3
District to receive no money unless report is made

§ 241 No district shall be entitled to receive any money from the state or town in any year, unless the district committee shall have made, on or before the fifteenth of July preceding, or within five days thereafter, the report required by § 187.

District committee
G S sec 2276
1870 1871 1876
Rev 1888 §2244
1889 ch 26 §2
1889 ch 47 §§2 3
1889 ch 133

§ 242 The amount of the annual state appropriation, apportioned to any school district formed from parts of two or more towns, shall be paid into the treasury of the town having jurisdiction over such district under the provisions of § 147; and the expenses of the school in such district shall be paid by said town, in the same manner and on the same conditions as if said district lay wholly within it; but during September, in each year, the school visitors of said town shall ascertain the cost of maintaining said school for the year ending on the fourteenth of the preceding July; not including, however, in such ascertainment, the amount received by said district from any fund that is or shall be established or granted for the support of public schools in said district; and, having deducted from this amount the sums received by the town for such district during said year from the state appropriation, shall apportion the remainder of the cost of such school among the towns in which such district lies, in proportion to the number of persons between the ages of four and sixteen years, as ascertained by the enumeration made in the October preceding, and shall, before the first Monday in October, present a copy of said apportionment to the selectmen of each of said towns; and the selectmen of the town or towns not having jurisdiction over said district shall cause the sums, thus apportioned to their respective towns, to be paid to the town having jurisdiction over said district.[1]

Apportionment to joint districts

G S sec 2277
Rev 1875 p 147
Rev 1888 §2244
1889 ch 133
Expenses of joint districts

§ 243 The selectmen of any town schooling children residing in another town and in a district in which no school is maintained may ascertain the expense of schooling said children and present a bill of said expense to the selectmen of the town in which said children reside. If the town schooling children shall be indebted to the town in which the children

[1] §§ 123 147

reside, under the provisions of § 242, the expense ascertained as provided in this section shall be deducted from the amount of said indebtedness, and only the remainder shall be due to the town in which said children reside.

§ 244 In all cases when a school in any district has been or shall be kept during a portion of the school year, but not according to law, or when for any other cause there has been or shall be a forfeiture of moneys accruing from the school fund or annual state appropriation that would otherwise have been paid to any town or school district, the secretary of the state board of education shall, on application from such town or school district, examine into the facts of the case, and decide, according to equity, on the right of the applicants to receive the money so forfeited; and if he decides in favor of such right, and so certifies to the comptroller, the same shall be paid as if no forfeiture had occurred.

G S sec 2278
1849 1856
Rev 1888 §2945
Forfeitures may be remitted

§ 245 Every school visitor or member of a town school committee who shall fraudulently make or join in making any false certificate, by reason of which money shall be drawn from the treasury of the state, shall be fined not more than sixty dollars.

G S sec 2279
1856
Rev 1888 §2946
Fraudulent certificate

Chapter XVIII

Town Deposit Fund

General Statutes, Chapter 121, page 506

§ 246 The money received from the United States in pursuance of the act of congress approved June 23, 1836, shall remain on deposit with the several towns on the terms hereinafter specified.

G S sec 1921
1836 1874
Rev 1888 §186
Town deposit fund

§ 247 When any new town shall be constituted, such money shall be divided between it and the towns of which it was formed, agreeably to the last census of the United States; and when the proportion of each of said towns cannot be determined by reference to said census, it shall be determined by a census to be taken, as soon as may be, by some suitable person appointed for that purpose by the treasurer of the state, on application of either of such towns, unless they shall agree upon the mode of division.

G S sec 1922
1836 1874
Rev 1888 §187
Town deposit fund how apportioned on division of a town

§ 248 Every town shall keep its share of the said money as a deposit in trust for the state, and account for the same when called for; and until called for, shall appropriate the entire income thereof, annually, for the support of public schools therein.

G S sec 1923
1836 1874
Rev 1888 §188
Conditions of deposit

G S sec 1924
1836
Rev 1888 §189
Custodian of fund; duties

§ 249 The treasurer of each town, or such person as the town shall appoint,[1] shall have the custody of said fund and be the treasurer thereof; and shall keep separate accounts relating to the fund and exhibit at each annual town meeting an account showing the amount of the fund, how invested, the amount of its income, to whom paid, for what, and the balance remaining in the treasury; which account shall be recorded and kept on file by the town clerk; and no payments shall be made from the fund except on orders drawn by the agent appointed by the town, specifying whether they are to be paid from the principal or income of the fund.

G S sec 1925
1836
Rev 1888 §190
Treasurer to give bond and report losses

§ 250 Such treasurer shall, immediately after his appointment, execute a bond to the town, with surety to the acceptance of the selectmen, for the faithful execution of his office as treasurer of the fund; and any loss or deficiency in the fund belonging to such town, and any illegal or improper management or application of its income, which shall come to his knowledge, he shall immediately report to the comptroller, and shall forfeit to the state twenty dollars for every week that he shall neglect to make such report.

G S sec 1926
1836 1874
Rev 1888 §191
Management of town deposit fund

§ 251 The town deposit fund in each town shall be managed by such agents[2] as the town shall appoint, who shall lend it on notes payable to the town, secured by mortgage of real estate, in value double the amount of the sum loaned, and no expense shall be deducted from the principal of the fund; and when any loan shall be paid in full, the treasurer of the town where the loan was made may release the mortgaged premises; and any town may authorize its managers to invest said fund, or any part thereof, in the stock of any bank in this state, in the bonds or securities of any city, town, or borough in this state, or in the bonds, loans, or securities of this state or of the United States.

G S sec 1927
1836 1874
Rev 1888 §192
Deficiency in fund to be made good

§ 252 Each town shall make good any deficiency which may occur in said fund, and on failure to make such deficiency good within one year after it shall occur, shall forfeit to the state a sum equal to the amount thereof.

G S sec 1928
1846 1885
Rev 1888 §198
Proceedings when a town declines to receive fund

§ 253 If any town shall not agree to receive its proportion of said money on the terms specified in this chapter, the treasurer of the state may, at the expense of said town, loan the same on note payable to the state, secured by mortgage of real estate, in value at least double the amount of the loan, or he may deposit the same in any bank in this state, at interest; and any interest which he may receive for the said loans or deposits shall be paid by said treasurer to the treasurer of

[1] § 97 [2] § 97

such town, to be by it appropriated for the support of schools annually, and it shall be liable for its due application in the same manner as if it had agreed to receive its proportion of the principal.

§ 254 In case of the division of any town, and the apportionment of its town deposit fund, the treasurer of the state may exchange the receipt of such town for new receipts for the same from the agents of the towns so constituted by such division.

G S sec 1929
1836 1874
Rev 1888 §194
On division of a town new receipts may be taken

§ 255 The treasurers of the several towns, upon the receipt of the amount of any loan made from the town deposit fund, may, with the assent of the managers of the fund for such town, execute an assignment or release of any security held for such loan, and convey to the assignee or releasee the legal title to the premises mortgaged to secure the payment of such loan.

G S sec 1930
1843 1874
Rev 1888 §195
Release or assignment of security

Chapter XIX

Public Libraries

General Statutes, Chapter 262, page 1104

§ 256 Any town, borough, or city may establish a public library, the use of which, under proper regulations, shall be free to its inhabitants, and may expend such sum of money as may be necessary to provide and furnish suitable rooms or a suitable building for the library so established, or for a previously existing public library, the use of which is free to its inhabitants.

G S sec 1624
1869
Rev 1888 §§143 144
1893 ch 178 §1
Establishment

§ 257 Any town, borough, or city, may annually expend such sum of money as shall be necessary for the proper maintenance and increase of a free public library within its limits. Any town shall have power at any meeting, duly called for the purpose, to fix by a proper by-law, the amount which shall be annually expended for the public library therein. The treasurer of such town shall thereafter annually pay, upon the order of the officer designated by the directors or trustees managing its public library, the bills incurred for the maintenance and increase of said library, not exceeding in the aggregate the sum specified in said by-law. The town clerk may deposit in the public library within his town any books, other than records, placed by law or otherwise in his custody.

G S sec 1625
1893 ch 178 §2
Appropriation

§ 258 Any town, borough, or city may appropriate and expend such sums of money as may be necessary to provide and pay for the land for a suitable site for a public library, situated in such town, borough, or city, which library may be

1905 ch 41

the property of a corporation without capital stock, or may be the property of such town, borough, or city; but such library shall be free to its inhabitants; and such town, borough, or city may appropriate such sums of money as may be necessary to maintain and support such library for a term of not exceeding ten years.

G S sec 4626
1869 1880
Rev 1888 §144
1893 ch 178 §3
Gifts

§ 259 Any town, borough, or city, may receive, hold and manage any devise, bequest, or gift for the establishment, increase, or maintenance of a public library within its limits.[1]

G S sec 4629
1893 ch 178 §4

Directors

§ 260 In the absence of any other lawful provision for the management of a public library in any town or borough, the said town or borough shall elect a board of directors[2] who shall manage said library. Said board may, from time to time, make by-laws not inconsistent with the laws of this state for its own government and may adopt rules controlling the use of the library and the administration of its affairs. Said board shall have the exclusive right to expend according to its best judgment all money appropriated by the town or borough for the library, and shall have control of the library grounds, buildings, and rooms.

G S sec 4630
1893 ch 178
§§5 6

Directors' election

§ 261 The first election of directors may take place at any meeting of the town or borough called for that purpose. It shall first be determined by a by-law of the town, to be adopted at this meeting, what the number of directors constituting said board shall be, such number to be in all cases one divisible by three.[3] One-third of this number shall then be elected[4] by ballot to hold office until the next annual meeting, one-third until the second annual meeting, and one-third until the third annual meeting thereafter. At each subsequent annual meeting of said town or borough, one-third of the directors shall be elected by ballot to hold office for three years. No director of a public library so elected shall receive compensation for any services rendered as director.

G S sec 4631
1893 ch 178
§§7 8
1895 ch 24
1901 ch 73
1905 ch 98 §1
Connecticut public library committee; expense

§ 262 The state board of education shall annually appoint five persons who shall be known as the Connecticut public library committee. No member of said committee shall receive any compensation for his services as such member, but the members of said committee shall be paid their necessary expenses. The committee may expend a sum not to exceed two thousand seven hundred and fifty dollars for the purposes set forth in section two of this act for clerical assistance and incidental and necessary expenses incurred in

[1] Devise to city, with discretionary power as to its application, sustained, although at the time of testator's death there was no public library 60 Conn 32
[2] § 97 [3] See § 97 [4] Plurality elects § 98

the discharge of its duties. The treasurer of the state shall pay the bills incurred under this act upon the order of the state board of education. Said board shall keep and semi-annually render to the comptroller an account of all money expended under this act, and the comptroller shall audit said account.

§ 263 The librarian or director of any public library and the teachers of any public school may ask said committee for advice and assistance in regard to the selection, purchase, and cataloguing of books, and any other matters pertaining to the maintenance or administration of the library, and the committee shall give advice and assistance in regard to said matters so far as it shall find it practicable to do so. The committee shall annually report its doings to the governor.

G S sec 4632
1893 ch 178 §9
1895 ch 294
Committee; advice; report

§ 264 The Connecticut public library committee shall give to communities advice and assistance in the organization, establishment, and administration of free public libraries, and shall extend to all free public libraries aid in selecting and cataloguing books and in library management, and may for the purposes of this act visit and inspect libraries organized under the provisions of section 267 of the general statutes, and may suggest improvements in said libraries. Said committee is authorized to purchase and arrange books and pictures to be loaned to such public libraries, schools, associations, and individuals as the committee may select.

1905 ch 98 §2

§ 265 No person shall be ineligible by reason of sex to serve on the board of directors of any public library, or on the Connecticut public library committee.

G S sec 4635
1893 ch 178 §12
Board of directors; women eligible

§ 266 The libraries established under the provisions of this chapter, and any free public library receiving a state appropriation, shall annually make a report to the Connecticut public library committee.

G S sec 4636
1895 ch 284
Reports by libraries

§ 267 If any town having no free public library shall establish a free public library and shall provide for the care, custody, and distribution of books and for the future maintenance and increase of such library in a manner satisfactory to said library committee, said committee may expend for books to be selected by the said committee a sum not to exceed the amount expended by the said town for the establishment of such library and not to exceed two hundred dollars.

G S sec 4633
1893 ch 178 §10
State grant to town libraries

§ 268 In towns whose grand list exceeds six hundred thousand dollars, the Connecticut public library committee may expend annually, for books selected by it for any such library, a sum not to exceed the amount annually appropriated and expended by the town for the increase of said library. In towns whose grand list does not exceed six

G S sec 4637
1895 ch 284
Expenditure

hundred thousand dollars, said committee may expend annually, for books selected by it for any such library, a sum not to exceed the amount annually appropriated and expended from any source for the increase of such library. The expenditure by said committee shall not exceed the sum of one hundred dollars, annually, for any library.

G S sec 1634
1898 ch 178 §11
State treasurer to pay bills

§ 269 The treasurer of the state shall pay the bills incurred under the provisions of law for free libraries, upon the order of the secretary of the state board of education. Said board shall keep an account of all moneys expended under §§ 262 and 267, and the comptroller shall annually audit said account. The provisions of §§ 26 and 28 of the general statutes shall not apply to the payment of money expended under §§ 262 and 267.

Chapter XX

Elections and Electors

Provisions relating to education and schools [1]

General Statutes, Chapter 104, page 445

G S sec 1648
1836 1851 1867 1877
Rev 1888 §235
1889 ch 247 §6
1895 ch 267 §6
1897 ch 213 §6
1899 ch 207 §2
1907 ch 187 §1
Officers on one ballot

§ 270 Votes cast for electors of president and vice-president, governor, lieutenant-governor, secretary, treasurer, comptroller, attorney-general, representative at large, representative in congress, senator, representative or representatives as the case may be, sheriff, and judge of probate, or so many thereof as shall be voted for at one and the same election, shall be on one ballot, which ballot shall be eight inches long by five inches wide. Votes cast for justices of the peace, town, city, borough, *and school officers,* or so many thereof as shall be voted for at one and the same election, shall be on one ballot, which ballot shall be six inches long by five and one-half inches wide.

G S sec 1649
1859 1874 1877
Rev 1888 §238
1889 ch 247 §§7 9
1895 ch 267 §§7 9
1897 ch 213 §§7 9
1899 ch 207 §3
What ballots in one envelope; when not to be counted

§ 271 Each elector may place in the envelope[2] received by him one ballot[3] for electors of president and vice-president, governor, lieutenant-governor, secretary, treasurer, comptroller, attorney-general, representative at large, representative in congress, senator, representative or representatives, as the case may be, sheriff, and judge of probate, or so many thereof as shall be voted for at one and the same election, and one ballot for justices of the peace, town, city, borough,

[1] For provision relating to corrupt practices see Gen Stat § 1694

[2] Envelope not required when voting on consolidation of school districts § 190

[3] Gen Stat § 1632

and school officers, or so many thereof as shall be voted for at one and the same election, and one vote for the approval or disapproval of any constitutional amendment submitted for ratification at said election; *and one vote for or against any educational purpose under the special laws of this state.*[1] * *

G S sec 1817
1801
Rev 1888 §52

§ 272 The moderator of any town meeting, annual or special, and of any meeting of any society or other community lawfully assembled, may, when any disorder arises in the meeting, and the offender shall refuse to submit to his lawful authority, order any proper officer to take him into custody, and, if necessary, to remove him from such meeting until he shall conform to order, or, if need be, until such meeting shall be closed, and thereupon such officer shall have power to command all necessary assistance, and any person refusing to assist when commanded shall be liable to the same penalties as for refusing to assist sheriffs and constables in the execution of their offices; but no person commanded to assist shall be deprived of his right to act in the meeting, nor shall the offender be so deprived any longer than he refuses to conform to order.[2]

Power of moderator to suppress disorder

G S sec 1799
1893 ch 266 §9

§ 273 Those women whose names appear upon the registry list of women voters shall be entitled to vote in any meeting held for choosing school officers or upon any matter relating to education or to schools.

What women may vote for school officers

G S sec 1616
1895 ch 343
1897 ch 114

§ 274 The registrars of every town shall also enter upon a separate list under the title "women's list, to be made," the names of those women by whom or in whose behalf the claim is made to either registrar that they will be entitled to vote for school officers and on questions relating to education or to schools, and all applications "to be made" in favor of women, shall be at the same times and in the same form and set forth the same information as applications for men to be made electors, and such claims and applications shall be received by said registrars and heard and determined by the town clerk and selectmen at the same time that claims and applications by men to be made electors are received, heard, and determined.

Separate list of women "to be made"

G S sec 1620
1893 ch 266 §1
1897 ch 114

§ 275 Every woman who shall have attained the age of twenty-one years, who shall be a citizen of this state or of the United States, and who will have resided in the state one year and in the town six months, and can read the English language,

Women voters

[1] Ballots marked by folding or being torn; person named not being candidate; double pasters; enclosure in envelope; defective printing; ballots for other voting places 62 Conn 261

[2] The enforcement of this provision requires no issue of process 65 Conn 30

shall, after having been duly admitted, have the right to vote for any officer of schools and upon any question relating to education or to schools.

G S sec 1630
1893 ch 266
1897 ch 114
Women to qualify; lists; penalty

§ 276 The board of selectmen and town clerk shall at any meeting held by them for the admission of electors, examine the qualifications of those women by whom or in whose behalf application has been made to be admitted as voters for school officers and upon any question relating to education or to schools, and whose names appear on the "women's list — to be made," and shall cause the person in whose favor such application is made to testify under oath to her qualifications to be made such voter, and shall deliver to the town clerk a certified list in writing of all women who are found to possess the requisite qualifications to be made such voters, which said list shall be kept by said town clerk as an official list; and the registrars may restore to said list the name of any woman, subject to the same restrictions and conditions as apply to restoration of names to the list of electors. Every woman who shall testify falsely as to her qualifications to be made a voter, or knowingly vote illegally at any town, school, or district meeting, shall be fined not more than fifty dollars or imprisoned not more than thirty days.

G S sec 1631
1893 ch 266
Separate voting lists

§ 277 Whenever registry lists shall be used by those voting in school district meetings, the registrars of voters of the town in which such districts are situated, shall prepare separate lists of the names of those women residing in such school districts, or the voting districts of any such school districts, that have been admitted as voters.

G S sec 1661
1893 ch 266 §5
1895 ch 267 §16
1897 ch 213 §16
1899 ch 307 §5
Ballot box for women's ballots

§ 278 At all elections at which women are by law entitled to vote there shall be provided separate ballots containing, in addition to the name of the party issuing the same, only the names of candidates and titles of officers for which women are entitled to vote, and there shall be provided at such elections a separate ballot box, distinctly marked "for women's ballots," in which shall be deposited all ballots cast by women.

Chapter XXI

Health, Sanitation, and Safety

General Statutes, Chapter 131, page 563.

G S sec 2143
1893 ch 265 §§1 2

§ 279 Every schoolhouse shall be kept in a cleanly state and free from effluvia arising from any drain, privy, or other

nuisance, and shall be provided with a sufficient number of proper water closets, earth closets, or privies, for the use of the pupils attending such schoolhouse, and shall be properly ventilated.

Sanitary condition of schoolhouse

§ 280 Whenever it shall be found by the state board of education, or by the board of school visitors, or by a member of the town school committee of the town in which any schoolhouse is located, that further or different sanitary provisions or means of lighting or ventilating are required in any schoolhouse, and that the same can be provided without unreasonable expense, either of said boards, or such member of the town school committee may recommend to the person or authority in charge of or controlling such schoolhouse such changes in the ventilation, lighting, or sanitary arrangements of such schoolhouse as they may deem necessary. In case such changes be not made substantially as recommended within two weeks from the date of notice thereof such board or member of the committee may make complaint to the proper health authority of the community in which such schoolhouse is situated, which said authority shall, after notice to and hearing of the parties interested, order such changes made in the lighting, ventilation, or sanitary arrangements of such schoolhouse as it may deem necessary and proper.

G S sec 2143
1893 ch 265 §3

Unsanitary conditions; proceedings to remedy

§ 281 The word schoolhouse as used in §§ 279 and 280 shall include any building or premises in which instruction is afforded to not less than ten pupils at one time. Every violation of any provision of §§ 279 or 280 shall be punished by a fine of not more than five hundred dollars or imprisonment for not more than six months, or both.[1]

G S sec 2144
1893 ch 265 §§4 5

Schoolhouses defined

§ 282 The board of school visitors, town school committee, or board of education, may require every child to be vaccinated before being permitted to attend a public school under its jurisdiction. If the parents or guardians of any children are unable to pay for such vaccination, the expense thereof shall, on the recommendation of said board or committee, be paid by the town. Said board or committee may exclude from any school under its supervision all children under five years of age whenever in its judgment the interest of such school will be thereby promoted.

G S sec 2161
1878 1882
Rev 1888 §2137
1899 ch 54 §1

Vaccination of school children

§ 283 The board of school visitors, board of education, or town school committee of any town, or the board of education or committee of any school district, may appoint one or

1907 ch 207 §1

Appointment of school physicians

[1] The words "public buildings" include schoolhouse Gen Stat § 1

more school physicians and assign one to any public school within the limits of such town or school district, and shall provide such school physicians, when so appointed, with proper facilities for the performance of their duties.

1907 ch 207 §2 Duties

§ 284 Every school physician so appointed shall make a prompt examination of all children referred to him as hereinafter provided, and such further examination of teachers, janitors, and school buildings as in his opinion the protection of the health of the pupils may require.

1907 ch 207 §3 Children to be referred to physicians for examination

§ 285 The superintendent, principal, or teacher of any school to which a school physician has been assigned as hereinbefore provided shall refer to such physician every child returning to school without a permit from the health officer or board of health, after absence on account of illness or from unknown cause, and every child attending such school who appears to be in ill health, or is suspected to be sick with any contagious or infectious disease, unless such child be immediately excluded from such school under the provisions of the general statutes or the sanitary regulations in force in said town or district; provided, that in the case of schools in remote and isolated locations the school committee may make such other arrangements as may be advisable to carry out the purposes of this act.

1907 ch 207 §4 Annual examination of children

§ 286 The school authorities of any town or school district which has appointed a school physician in accordance with the provisions of this act shall cause every child attending the public schools therein to be separately and carefully tested and examined at least once in every school year to ascertain whether such child is suffering from defective sight or hearing, or from any other physicial disability tending to prevent such child from receiving the full benefit of school work, or requiring a modification of such school work in order to prevent injury to the child or to secure the best educational results.

1907 ch 207 §5 Notice of disease to be given to parent or guardian

§ 287 Notice of the disease or defects, if any, from which any child is found by such school physician to be suffering shall be given to the parent or guardian of such child with such advice or order relating thereto as said physician may deem advisable, and whenever any child shows symptoms of any contagious or infectious disease notice shall also be given to the health officer or board of health and such child may be excluded from attendance at such school in accordance with the provisions of the general statutes or the sanitary regulations in force in the town or district.

§ 288 Whenever the board of school visitors, board of education, or town school committee of any town, or the board of education or district committee of any school district, shall have appointed a school physician as provided in section 283, said board or committee may also appoint a matron or nurse who shall take such action, under the direction of the school physician, as may be necessary for safeguarding the health of the pupils and teachers of the schools. Such matron or nurse shall also act, under the direction of the school physician, as a visiting nurse in the town or school district, shall visit the homes of pupils in the public schools, and shall assist in executing the orders of the school physician.

1907 ch 207 §6
Appointment of matron or nurse

§ 289 The expenses incurred under the provisions of this act shall be paid in the same manner as are the ordinary expenses for the support of schools in the several towns and school districts.

1907 ch 207 §7
Expenses, how paid

§ 290 In all cities the common council, in all boroughs the warden and burgesses, and in all towns and parts of a town not within the limits of a city or borough the selectmen, shall require that all churches, schoolhouses, and public halls that are used for lectures, amusements, exhibitions, or assemblages of people, shall be provided with ample facilities for safe and speedy entrance and exit in case of necessity, be arranged so as to promote the comfort and safety of persons visiting them, and be closed till such requirements are complied with; and any city, borough, or town may make suitable by-laws regarding the same.

G S sec 2607
1865 1874 1878
Rev 1888 §2623
Safe exit to be provided for public buildings

§ 291 Every story above the first story of a building used as a schoolhouse, orphan asylum, insane asylum, reformatory, opera house, hall for public assemblies, boarding house accommodating more than twelve persons, or tenement house occupied by more than five families, shall be provided with more than one way of egress, by stairways on the inside or fire escapes on the outside of such building. Said stairways and fire escapes shall, at all times, be kept free from obstruction and shall be accessible from each room in every story above the first story.

G S sec 2628
1881 1883
Rev 1888 §2645
1889 ch 154
1893 ch 24 §1
1895 ch 254
Fire escapes to be provided

§ 292 No barbed wire shall be used in the construction of fences, or retained upon existing fences, connected with or enclosing the grounds of any public school or public building. Every person who shall violate any provision of this section shall be fined not more than one hundred dollars.

G S sec 4070
1889 ch 143
1897 ch 52
Use of barbed wire prohibited

G S sec 2518
1893 ch 248 §3
1895 ch 252 §3
1897 ch 175

County health officer; powers and duties

§ 293 The county health officer shall cause the execution of the laws relating to public health and the prevention and abatement of nuisances dangerous to public health, and of the laws relating to the registration of vital statistics, and cooperate with and supervise the doings of town, city, and borough health officers, and boards of health, within his county. He shall have all the powers of a grand juror in each of the several towns within his county, and all the powers of the prosecuting officer of each city, borough, town, or police court within his county in prosecutions for violations of the laws concerning contagious diseases and public health, nuisances injurious to health or life, for violations of by-laws or ordinances relating to public health and contagious diseases adopted by a city or borough, for the violation of the orders of town, city, or borough health officers, for the prevention or removal of nuisances dangerous to public health, for violations of the laws relating to the registration of vital statistics, to the practice of medicine, surgery, or midwifery, and of the laws relating to the sale of poisons and antitoxine. County health officers may sign complaints, in any town, city, or borough in the county, to run into the same or any other town, city, or borough in the county.

G S sec 2531
1805 1882
Rev 1888 §2588
1893 ch 248 §6

See §2531

Appointment and jurisdiction of town health officers

§ 294 The county health officer shall, in writing, appoint for each town some discreet person, learned in medical and sanitary science, to be health officer for said town, except in towns containing a city or borough whose limits are coterminous with the limits of said town. In each town, except in towns having a city or borough within their limits, said town health officer shall have and exercise all the powers necessary and proper for preserving the public health and preventing the spread of diseases; and in towns within which there exists a city or borough the limits of which are not coterminous with the limits of such town such town health officer shall exercise the powers and duties of his office only in such part of said town as is outside the limits of said city or borough. Each town health officer, except when appointed to fill a vacancy, shall hold his office for four years from and after the first Monday of October and until his successor is appointed and sworn, unless sooner removed.[1]

[1] Provisions of statute *de* powers of health officers *held* constitutional 51 Conn 99–101

Chapter XXII

Care and Reformation of Children

Temporary County Homes.

§ 295 For the better protection of children between the ages of four and eighteen years, of the classes hereinafter described, to wit: waifs, strays, children in charge of overseers of the poor, children of prisoners, drunkards, or paupers, and others committed to hospitals, almshouses, or workhouses, and all children within said ages, deserted, neglected, cruelly treated, or dependent, or living in any disorderly house, or house reputed to be a house of ill-fame or assignation, there shall be provided in each county one or more places of refuge to be known as temporary homes. No such home shall be located within one-half mile of any penal or pauper institution; and no pauper or convict shall be permitted to live or labor therein. No such home shall be used as a permanent residence for any child, but for its temporary protection, for so long a time only as shall be absolutely necessary for the placing of the child in a well selected family home.

G S sec 2788
1883
Rev 1888 §3655
1897 ch 210
1899 ch 69
1901 ch 184 §1

For what children intended

§ 296 Any court of probate, any city, police, borough, or town court may, upon proceedings instituted in the manner provided for the commitment of children to the industrial or reform schools of the state, or upon the petition of the Connecticut humane society or the state board of charities, commit any child belonging to the classes enumerated in § 295 to any temporary home that may have been established until such male child shall be sixteen years of age and until such female child shall be eighteen years of age, unless sooner discharged by the board of management of the temporary home in the county in which such child is committed. Said board may place any such child in any private family or in any chartered orphan asylum or children's home in this state wherein such child will be accepted for the period for which such child was committed to such temporary home or for any portion thereof. The authority committing any child shall, within thirty days after such commitment, transmit a certified copy of the items of the costs of such proceedings to the clerk of the superior court for the county in which the trial or hearing was had, and such costs shall be paid as costs are paid in criminal cases coming to the superior court from an inferior court. The expenses for the support of such children so committed shall be paid in the same manner as the expenses for the support of children committed to the Connecticut industrial school for girls and the Connecticut school for boys. No payment shall

G S sec 2795
1883 1885

Rev 1888 §3658
1889 ch 28
1897 ch 210
1899 ch 200
1901 ch184 §§2 2 4

Commitments of neglected children to homes

be made to any asylum or children's home for or on account of any girl after she shall have arrived at the age of sixteen years.[1]

Connecticut School for Boys

G S sec 2323
1851 1857 1864 1879 1881
Rev 1888 §3026
1893 ch 93
1901 ch 184 §2

Commitments of boys to said school

§ 297 No court or justice of the peace shall commit any child under sixteen years of age as vicious, truant, or incorrigible, to any jail, almshouse, or workhouse. When any boy under the age of sixteen years shall be convicted of any crime or misdemeanor punishable by fine or imprisonment, other than imprisonment for life, the court or justice of the peace, as the case may be, may commit him to the Connecticut school for boys, to remain until he shall arrive at the age of twenty-one years unless sooner discharged by the board of trustees. The judges of the criminal and police courts of the state, and justices of the peace, may commit to the Connecticut school for boys: first, any boy under sixteen years of age, who may be liable to punishment by imprisonment under any existing law of the state, or any law that may be enacted and in force in the state; second, with the consent of his parent or guardian, any boy under sixteen years of age, against whom any charge of committing any crime or misdemeanor shall have been made, the punishment of which, on conviction, would be confinement in jail or prison; third, any boy under sixteen years of age who is destitute of a suitable home and adequate means of obtaining an honest living, and who is in danger of being brought up, or is brought up, to lead an idle or vicious life; fourth, any boy under sixteen years of age, who is incorrigible, or habitually disregards the commands of his father or mother, or guardian, or leads a vagrant life, or resorts to immoral places or practices, or neglects or refuses to perform labor suitable to his years and condition, or to attend school.[2]

G S sec 2324
1901 ch 56
1903 ch 25

When boy under ten to be committed to the school

§ 298 No boy under ten years of age shall be committed to the Connecticut school for boys except upon conviction of an offense for which the punishment is imprisonment in the state prison or in a county jail.

G S sec 2325
1901 ch 57

United States courts may commit boys

§ 299 The Connecticut school for boys may be used under the authority of the United States for the confinement of any boy over the age of ten years and under the age of sixteen years, convicted in the United States court for the district of Connecticut of any crime or misdemeanor punishable by fine or imprisonment, other than imprisonment for life, who shall

[1] Board not bound to permit withdrawal of child under any circumstances 61 Conn 268

[2] Statute constitutional Court may take up the matter without formal complaint 51 Conn 472

be committed to said school until he shall arrive at the age of twenty-one years, unless sooner discharged by the board of trustees of said school; but the expense of supporting and confining any boy so committed shall be paid by the United States.

§ 300 Every boy sent to the Connecticut school for boys shall remain until he is twenty-one years of age, unless sooner discharged or bound as an apprentice; but no boy shall be retained after the superintendent shall have reported him fully reformed.

G S sec 2836
1851 1879
Rev 1888 §3639
1893 ch 92

Boys to remain at school, how long

Connecticut Industrial School for Girls

§ 301 The Connecticut industrial school for girls shall, so long as it remains an incorporated institution of this state and maintains a school for the benefit of children connected therewith, be a separate school district, with a territorial limit including the grounds and buildings occupied by the inmates of said institution as homes. All other territory belonging to said institution shall be a part of the district to which the same territory belonged before the industrial school for girls was established.

G S sec 2836
1886
Rev 1888 §3638

To be a school district

§ 302 The directors of the Connecticut industrial school for girls shall be the school committee of said district, and shall possess all the powers and be subject to all the duties within said district that are possessed by the school visitors in the several towns. They may appoint an acting school visitor in said district, who shall possess within said district all the powers and be subject to all the duties of similar officers appointed by school visitors. The authority of the board of school visitors of the town in which said district is situated shall extend only to the remaining portion of said town, and their returns and certificates shall include only the children of such remaining portion.

G S sec 2837
1886
Rev 1888 §3639
1893 ch 164 §1

Directors to be school committee

§ 303 The treasurer of the Connecticut industrial school for girls shall draw an order each year in favor of said district on the treasurer of said town, for the proportionate amount to which said district may be entitled of all moneys appropriated by law for the benefit, support, and encouragement of public schools, as is provided in respect to towns.

G S sec 2838
1886
Rev 1888 §3640
1893 ch 164 §2

Public money for said school

§ 304 The parent or guardian of any girl between the ages of eight and sixteen years, or a selectman or grand juror or other informing officer of the town where she may be found, may present a written complaint to the judge of the court of probate for the district in which such town is, or to any justice of the peace of such town, or to the judge of the police court of any city where she may be found, alleging that she has committed any offense within the final jurisdiction of a justice of

G S sec 2839
1868 1870 1872
1875 1876 1878
Rev 1888 §3641

Who may be sent to said school

the peace, or is rude, stubborn, and unruly, or is an habitual truant from school, or is the child of a person who has had town relief, and is by such parent suffered to misspend her time, and to be without any honest calling, or is so ill provided for by her parents as to be exposed to want, or is exposed to want with none to care for her, or is leading an idle, vagrant, or vicious life, or is in manifest danger of falling into habits of vice, and praying that she may be sent to the Connecticut industrial school for girls, and such judge or justice of the peace shall thereupon, after notice to her and such other notice as he may deem proper, inquire into said complaint, and, on being satisfied of the truth of the allegations therein, may order her to be committed to the guardianship and control of such school until she shall arrive at the age of twenty-one years, unless sooner lawfully discharged, and, if he finds that she has committed an offense punishable by imprisonment, other than imprisonment for life, she may be sentenced to the Connecticut industrial school for girls, or judgment may be suspended, on such terms and for such time as he may prescribe; and said authority may issue a warrant for the execution of such sentence; but this chapter shall not be construed to deprive any girl of fourteen years of age and upward from the privilege of choosing her own guardian with the approval of the court of probate, as provided by law.

Appeals

G S sec 2854
1889 ch 171
1893 ch 122

Appeals from commitments to schools or county homes

§ 305 An appeal shall lie from any judgment, order, or decree, committing any child to the Connecticut school for boys, to the Connecticut industrial school for girls, or to any county home for dependent or neglected children, to the next term of the criminal court of common pleas to be held within and for the county where such judgment is rendered; but in towns within the appellate jurisdiction in criminal cases of the district court of Waterbury, such appeal shall be taken to the next criminal term of said district court; and in cases not in the jurisdiction of such criminal court of common pleas or district court to the next criminal term of the superior court. Such appeal may be taken by any parent or guardian of the child so committed, or by the selectmen of the town in which such judgment is rendered, within twenty days thereafter; and the appellant shall enter into a recognizance, with surety, to the state, conditioned to answer to the complaint and abide the order and judgment of the court thereon. Complaints under §§ 296, 297, and 304 shall, on appeal, be tried by a jury, and such child shall be produced in court, during trial and to receive final judgment, by the appellant or

by the person or persons having such child in their possession or control.

Fees

§ 306 There shall be allowed in each case of commitment to the Connecticut school for boys, a temporary home, or the Connecticut industrial school for girls, the same fees for complaint and warrant, or order, that are allowed by law for complaints and warrants in criminal cases; and there shall be allowed to the grand jurors or prosecuting officers attending such cases the same fees for travel and attendance as are allowed by law to grand jurors in criminal cases.

G S sec 2855 1895 ch 71

Fees for commitments to schools and county homes

Costs

§ 307 The authority committing any boy to the Connecticut school for boys, or committing any child to the home for dependent and neglected children in any county, or committing any girl to the Connecticut industrial school for girls, shall transmit a certified copy of the items of the costs on the complaint to the clerk of the superior court for the county in which the trial or hearing was had, within thirty days after the trial or hearing, and said costs shall be taxed and paid as costs are taxed and paid in criminal cases coming to the superior court from an inferior court.

G S sec 2856 1870 1883 Rev 1888 §3648 1899 ch 190

Costs on commitment to schools or county homes

School for Imbeciles

§ 308 Whenever there shall be found in any town in this state any pauper or indigent imbecile child, who would be benefited by being sent to the school for imbeciles at Lakeville, the selectmen of such town shall make application to the court of probate for the district in which such town is situated for the admission of such child to said school, and if, upon inquiry, said court shall find that said child is a proper subject to be received into said school, it shall order said selectmen to take such child to said school, to be kept and supported for such length of time as said court may deem proper. Said selectmen shall not take or commit any such child to said school until the order of said court has been approved by the governor, and no child shall be received at said school to be supported in any manner by the state without the approval of the governor. There shall be taxed by the comptroller two dollars and fifty cents a week for each week such child shall remain at said school, and the principal of said school shall make his bill therefor quarterly, and present it to the governor, upon whose approval it shall be paid by the state treasurer, and the balance shall be paid by the parents or grandparents of said child, or, if the child is a pauper, by the town in which said child belongs.

G S sec 2757 1885 Rev 1888 §489

Commitment and support of poor imbecile children

Chapter XXIII

Crimes

Offenses against the Person

G S sec 1163
1884
Rev 1888 §1417
Unlawful exhibition or employment of child

§ 309 Every person who shall exhibit, use, employ, apprentice, give away, let out, or otherwise dispose of any child under the age of twelve years, in or for the vocation, occupation, service, or purpose of rope or wire walking, dancing, skating, bicycling, or peddling, or as a gymnast, contortionist, rider, or acrobat, in any place whatever; or for or in any obscene, indecent, or immoral purpose, exhibition, or practice, whatsoever; or for or in any business, exhibition, or vocation, injurious to the health, or dangerous to the life or limb of such child; or who shall cause, procure, or encourage any such child to engage therein, shall be fined not more than two hundred and fifty dollars, or imprisoned not more than one year, or both. But nothing herein shall prevent the employment of any such child as a singer or musician, in any church or school, or in learning or teaching the science or practice of music.

1907 ch 69
Penalty for causing delinquency or dependency; suspension of sentence

§ 310 Any parent, guardian, or other person who shall, by any act or neglect, cause, encourage, contribute to, or be responsible for such conduct or condition of any child under sixteen years of age as by statute is made cause for the commitment of such child to the Connecticut school for boys, the Connecticut Industrial School for Girls, or a county temporary home, shall be fined not more than five hundred dollars, or imprisoned not more than six months, or both. The court may impose conditions upon any person convicted under the provisions of this act, and so long as such person shall comply therewith to the satisfaction of the court the sentence imposed may be suspended.

Offenses against Public Property

G S sec 1169
1832
Rev 1888 §1423
1899 ch 129
See §1
Injury to public buildings furniture and voting booths

§ 311 Every person who shall wilfully injure any public building,[1] or who shall wilfully injure or carry away any stove, stove-pipe, or furniture, in and belonging to any such building, or who shall wilfully deface or injure a voting booth or compartment, shall be fined not more than one hundred dollars, or imprisoned not more than six months, or both.[2]

[1] For definition of public building see Gen Stat § 1

[2] Complaint must set out with particularity the "injury" 62 Conn 131 "Wilfully" means in a spirit of wantonness or with an evil intent or guilty purpose 71 Conn 742

§ 312 Every person who shall wilfully write upon, injure, or destroy any book, plate, picture, engraving, or statue belonging to any library not exclusively owned by himself, shall be fined not more than five hundred dollars, and every person who shall wilfully detain any book, paper, magazine, pamphlet, manuscript, or other property, belonging to any town, city, law, university, college, school, or other public or incorporated, library, for thirty days after notice in writing from the librarian of such library, sent by mail or otherwise to the last known or registered place of residence of such person, after the expiration of the time during which, by the by-laws, rules, or regulations of such library, such book, paper, magazine, pamphlet, manuscript, or other property may be kept, shall be fined not more than one hundred dollars. The notice herein required shall bear upon its face a copy of this section.

G S sec 1174
1872
Rev 1888 §1498
1889 ch 104
Wilful injury to property of public library

Offenses against Public Peace and Safety

§ 313 Every person who shall wilfully interrupt or disturb any school,[1] or any assembly of people met for a lawful purpose, shall be fined not more than seven dollars, or imprisoned not more than thirty days, or both.

G S sec 1281
1857 1870 1877
Rev 1888 §1506
Interrupting or disturbing schools or meetings

§ 314 Every person who shall prevent a lawful meeting of any community from proceeding, in an orderly and peaceable manner, to the appointment of a moderator, or shall abuse him, or a presiding officer of an electors' meeting, or interrupt either in the discharge of his duty, or, after he has commanded silence, shall speak in the meeting without his liberty, except to ask reasonable liberty to speak, shall be fined not more than fifty dollars.

G S sec 1300
1729 1801
Rev 1888 §1530
Disturbance of meetings

Offenses against Public Policy

§ 315 Any person owning, keeping, or managing, in whole or in part, any dance house, concert saloon, roller skating rink, vaudeville theater, or museum having entertainments or variety shows connected with such museum, who shall allow any child under the age of sixteen years to be admitted to or remain in such place, unless such child is accompanied by its parent or guardian or some person authorized by such parent or guardian to attend such child, shall be fined not more than fifty dollars.

G S sec 1360
1895 ch 216
Children protected from improper amusements

§ 316 Every person who shall sell, give, or deliver to any minor under sixteen years of age, tobacco in any form, shall be fined not more than fifty dollars for each offense.

G S sec 1361
1889 ch 80
Sale of tobacco to minors

[1] Singing school within terms of statute *de* interrupting "any public, private, or select school" 26 Conn 607; see also 28 Conn 232

G S sec 1368
1889 ch 80
Use of tobacco by minors

§ 317 Every person under sixteen years of age, who shall smoke, or in any way use, in any public street, place, or resort, tobacco in any form whatsoever, shall be fined not more than seven dollars for each offense.

G S sec 1395
1886
Rev 1888 §3563
Presence of minors forbidden in billiard rooms

§ 318 The proprietor or keeper of any public pool or billiard room who shall permit any minor, under the age of sixteen years, to loiter in or about such room, or to play any game upon the table or tables therein, shall be fined not more than seven dollars.

G S sec 1385
1895 ch 84
Display of foreign flags

§ 319 Every person who shall display the flag or emblem of any foreign country upon the outside of any state, county, city, or town building, or public schoolhouse, shall be fined not more than one hundred dollars; *provided*, that when any foreigner shall become a guest of the United States or of this state, upon the proclamation of the governor, the flag of the country of such guest may be displayed upon all public buildings except schoolhouses.

Chapter XXIV

Licenses to Sell Intoxicating Liquors Near Schoolhouses

G S sec 2647
1907 ch 200

§ 320 Licenses for the sale of spirituous and intoxicating liquors in cities shall be confined to the efficiently policed parts thereof; and no license, except the renewal of a license, at the discretion of the county commissioners as to the suitability of person and place and subject to appeal, shall be granted in the purely residential or manufacturing parts of a town or within two hundred feet in a direct line from any church edifice or public or parochial schoolhouse, or the premises pertaining thereto, except to a well-established hotel of good reputation.

Chapter XXV

Special Acts Relating to Towns or Districts

Ansonia

Special Act 441, 1901, Page 1046, as amended by Special Act 302, 1905, Page 737

§ 50 The territorial limits of said city as herein described shall hereafter be, as they now are, one school district.

§ 51 There shall be in said city a department of education, which shall have the care, management, and control of all the schools located in said city.

§ 52 Said department shall be under the control of nine members, who shall be known as the board of education, and who shall be nominated by the mayor and confirmed by the board of aldermen as provided for in section three of this act.

§ 53 The members of said board shall receive no compensation for their services, except the clerk thereof, who shall receive such compensation as said board may determine.

§ 54 Said board shall hold regular meetings every month, and such special meetings from time to time as it may appoint or the mayor may call.

§ 55 Said board shall, at its first meeting after its appointment and annually thereafter, elect from its number a president, who shall preside at all meetings of said board, except when the mayor shall be present. It shall also appoint from its number a clerk, who shall keep a record in a book for that purpose of all votes, acts, and transactions of said board, and shall perform any and all other duties imposed upon him by said board or by the provisions of this act. Said board shall elect one or more suitable persons truant officers, to act as such in enforcing the general statutes regarding school attendance.

§ 56 Said board of education shall appoint a superintendent of schools and such number of assistants, principals, and teachers as it may decide to be necessary from time to time, and it shall fix their salaries, prescribe the terms of their office, and their duties, in each case. The superintendent and teachers and other persons employed by the present board of education of said city shall retain their respective positions until their successors shall be chosen and duly qualified, and the rules and regulations now in force shall remain in full force until repealed or otherwise changed.

§ 57 Said board of education shall have the entire charge and direction of all the public schools in said city and of the expenditure of all moneys appropriated for the support of the same, and shall keep all the school buildings and apparatus used therein in good condition and repair, and shall have and possess all the powers and be subject to all of the general duties of boards of education, school committees, and school visitors in this state, so far as the same are consistent with the provisions of this act. It shall make its own by-laws, define the duties of its officers and committees, and prescribe such rules and regulations for discipline in said public schools as are not inconsistent with the laws of this state or this act.

§ 58 Said board of education shall, during the month of September in each year, submit to the board of aldermen of said city a detailed estimate of the expenses for the support of said schools during the ensuing year for which appropriation shall be made, specifying so far as possible the items of such expense.

§ 59 Said board of education shall, annually, at the end of each fiscal year, transmit to the mayor a full report of its proceedings during said year, together with a statement showing the total amount of money received and expended for the support of said schools.

§ 60 Said board of education shall monthly send to the city clerk a detailed statement of the expenses incurred during the preceding month, and thereupon said clerk shall draw an order upon the city treasurer to pay the amount of such expenses.

BRIDGEPORT

Special Acts of 1907, Pages 495, 500 and 527

§ 4 All burdens and all expenses imposed by law upon the town of Bridgeport for the support of schools and for the construction and maintenance of schoolhouses shall hereafter be borne by said city and shall be defrayed out of the treasury of said city and said city shall hereafter perform all the duties and have and exercise all the rights, powers, and privileges of and relative to said purposes and matters by law conferred upon said town, and all laws of the state imposing such duties, burdens, and expenses, and conferring such rights, powers, and privileges upon said town, are hereby amended so as to be hereafter applicable to and operative upon said city, except as is herein otherwise provided.

§ 13 At the city meeting in November, 1907, and annually thereafter, there shall be elected by ballot from the city at large four members of the board of education, who shall be officers of the city, and who shall hold their respective offices for the term of three years from the Monday next succeeding their election.

§ 15 At every election for members of the board of education, a plurality of votes shall elect, but no voter shall vote for more than two of such officers to be elected. In case at any such election there shall fail to be a choice of any such officer, then such meeting shall stand adjourned to the next following Monday, at the same hour of the day when first held, and the election of such officers shall be proceeded with in the same manner and determined by the same rule as the election on said first day. Should any vacancy occur before the expiration of the term of office of any member of said board, the remaining members of said board may appoint some person belonging to the same political party to fill such vacancy for the remainder of such term.

§ 83 The city shall continue to be a consolidated school district; and it shall be in place of the town of Bridgeport in all duties, powers, obligations, and other matters required by law of or by the town in all matters concerning education; and it shall act instead of the town; All the powers, obligations, duties, rights, and property of the town, whether as a town or as a consolidated school district, shall continue to be vested in and belong to the city.

§ 84 There shall continue to be a board of education composed of twelve members elected as herein provided. The board of education shall have all the powers now or hereafter vested in and shall perform all the duties now or hereafter imposed by law on the school committee and selectmen of towns relative to school and educational matters; and said board shall have the superintendence, management, and control of all matters concerning education, schools, and school property, and the power of fixing or changing the sites of schoolhouses. Said board shall audit and approve, monthly, all bills for the ordinary current expenses of its department, and report the same to the city auditor, who shall thereupon certify whether or not

the appropriation is sufficient for the payment thereof, and if sufficient he shall so certify to the city treasurer, and thereupon the same shall become due and payable. The president and secretary of the board of education may draw upon said treasurer in favor of the persons entitled to payment thereof. The police commissioners shall assign one or more patrolmen to act as truant officers in enforcing the statutes in such case made and provided.

§ 85 The board of apportionment and taxation shall appropriate a sufficient sum annually to enable the board of education to supply the public schools of said Bridgeport below the high school grade with free text-books and supplies, which sum shall not be less than one and one-quarter dollars per pupil in average daily attendance for the school year ending July first next preceding, according to the records of the board of education of said Bridgeport. Nothing in this resolution shall be construed to prevent any child, parent, or guardian from purchasing, at his own expense, text-books for use of pupils in the public schools, which text-books shall be provided at cost by the board of education of Bridgeport.

DANBURY

Special Acts of 1905, Page 1070

as amended by

Special Acts of 1907, Page 249

§ 7 On the first Tuesday of September in each year the board of finance shall hold a meeting, and at said meeting the town school committee shall submit estimates of the moneys necessary to be appropriated for the maintenance of the schools of said town of Danbury for the year next ensuing, beginning the fifteenth day of September in each year, and shall at the same time submit to the said board of finance a statement of the expenditures of said town school committee for the preceding year, and the board of selectmen at said meeting shall submit estimates of the moneys necessary to be appropriated for all other expenses in said town of Danbury for the year next ensuing, beginning the fifteenth day of September in each year; said estimates shall be published once in a newspaper published in said town of Danbury, at least five days before said meeting. Said board of finance may adjourn said meeting from time to time, and at said meeting, or any adjournment thereof, shall make appropriations for the expenses of the said town of Danbury as aforesaid, for the year next ensuing, beginning the fifteenth day of September in each year; and said board, at its discretion, may make appropriations for paying off any part of the debt of the town, and also to provide a fund for any public improvement and shall classify the said appropriations under proper heads; and said board shall lay such tax upon the grand list of said town, last completed, as it shall deem necessary, and may fix the time when such tax shall become due and payable. At said meeting, and at all adjournments thereof, said board of finance shall hear all parties who may desire to be heard relative to any of said estimates. Said

appropriations and the rate of taxation fixed by said board shall be filed in the town clerk's office in the town of Danbury on or before the last Monday of September next ensuing, and shall be published once in a newspaper published in said town on or before said last Monday of September, but said appropriations and the rate of taxation fixed by said board shall be submitted by the board of selectmen to the annual town meeting next to be held in said town of Danbury. Said annual town meeting shall have power to decrease the appropriations, or any item thereof, or the rate of taxation fixed by said board of finance, but in no case shall it have the power to increase the appropriations, or any item thereof, or the rate of taxation. The rate of taxation so reported by said board shall be final, and the appropriations recommended shall be the appropriations of the town of Danbury for the ensuing year, beginning September fifteenth as aforesaid, unless said rate of taxation or said appropriations be decreased by said annual town meeting, in which case the action of said town meeting shall be final. The total amount of appropriations for any one year shall not exceed the estimated income for that year, nor shall any board of selectmen or town school committee of said town, nor the town, in any special meeting, vote to incur any liability or expense, by contract or otherwise, for which said town shall be responsible, in excess of the appropriations estimated by said board.

Derby

Special Acts of 1893, Page 626, as amended by Special Acts of 1897, Page 1052

§ 28 Said city shall be a consolidated school district; and said city shall be substituted for and take the place of the town of Derby in all meetings, matters, duties, powers, obligations, and proceedings required by law of or by the town of Derby in all matters concerning education, and shall act instead of said town; and all the powers, obligations, duties, rights, and property of the several school districts, and said town shall, with reference to education, be vested in and belong to said city, which shall be and act to all intents and purposes as such consolidated school district. There shall be in said city a board of education consisting of seven electors. One member of said board, to be known as the chairman of the board of education, shall be elected upon the general ticket with the mayor, and two members of said board shall be elected from each ward. The chairman of said board shall hold office for two years from the first Monday of January succeeding his election and until his successor is duly elected and qualified, and the remaining members of said board shall hold office for the term of four years from the first Monday of January next succeeding their election, and until their successors are duly elected and qualified. Each political party in each ward shall nominate and place upon its ticket as many candidates for the office of member of the board of education as there shall be members of the board of education to be elected in such ward. The secretary of the meeting of each political party nominating candidates for aldermen

shall file in the office of the city clerk a list by him attested and signed of the members of the board of education from such ward nominated by said party at least thirty-six hours before the opening of the polls on election day. Any number of voters associated together and nominating candidates for members of the board of education in any ward either directly or through a convention to which delegates shall be chosen shall be a political party within the meaning of this act; but nothing herein contained shall be construed so as to prevent any voter from erasing any name from the ticket to be voted or of inserting in the place of any name the name of any other person. In every election for members of the board of education in each ward, the political party having the largest total vote for both members of the board of education who shall have been nominated, and whose names shall have been filed as provided for in this section, shall be entitled to one of the members of the board of education to be elected, and the political party having the next largest total vote for both members of the board of education or shall have been so nominated, whose names have been so filed, shall be entitled to the other member of the board of education. The candidate of each such party in each ward receiving the highest number of votes as compared with the other candidates of his party shall be declared elected. In case of a tie vote between two or more candidates of the same political party, the candidate standing first on the list of nominees shall be declared elected. The two members of said board, elected from the first ward at the city election held on the first Monday of December, 1898, shall be elected for four years, and two members of said board shall be elected from the said first ward quadrennially thereafter for the term of four years. The two members of said board elected from the second and third wards at the city election held on the first Monday of December, 1898, shall be elected for two years, and at the city election held on the first Monday of December, 1900, and quadrennially thereafter, two members of said board shall be elected from each of said wards for the term of four years. Vacancies in said board shall be filled by the remaining members of said board until the same shall be filled by the voters of the ward in which such vacancy occurs, and in case it is filled by the voters of said ward it shall only be for the unexpired term. Vacancies shall be filled from the same political party and from the same ward in which the vacancy exists. Said board of education shall have all the powers now or hereafter vested in and shall perform all the duties now or hereafter imposed by law on the school committee, the selectmen of the town, and the board of school visitors, relative to schools and educational matters, and such board shall have the superintendence, management, and control of all matters concerning education, schools, and school property in said city. The police commissioner of said city shall assign one or more policemen to act as truant officers in enforcing the statutes of this state in such cases provided. The city clerk shall be the clerk of the board of education of said city, and shall receive in addition to his present salary a salary of one hundred dollars per annum for services as clerk of the board of education. Said board of

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education shal audit and approve all bills for the ordinary current expenses of its department, and the said clerk shall thereupon certify whether or not the appropriation is sufficient for the payment thereof, and, if sufficient, he shall draw his order for the same upon the city treasurer in favor of the persons entitled to payment thereof. Said board of education shall submit to the mayor on or before the first Monday of October in each year, an estimate of the amount required for the support and maintenance of the public schools of said city for the ensuing fiscal year.

§ 29 All the property of the town of Derby, the borough of Birmingham, and the several school districts of said town and all rights of action and all securities of said municipalities and liens therefor, including liens for taxes or assessments due the town of Derby, the borough of Birmingham, and the several school districts in said town, are hereby transferred to and vested in said city of Derby, and the city of Derby is hereby made liable for all the debts, dues, bonds, and obligations of every kind and nature of the town of Derby, the borough of Birmingham, and the several school districts of said town, that are now due or may hereafter become due, and shall execute, abide by, and perform all of the duties and obligations and have and exercise all the rights of said town of Derby, the borough of Birmingham, and the several school districts of said town; and any creditor or person whomsoever having any claim or right of action arising out of any contract, obligation, or otherwise against said town, said borough, or said school districts, may enforce the same against the said city of Derby in the same manner as if said claim, right, or obligation had originally accrued against said city of Derby.

Manchester

Special Acts of 1895, Page 408
Special Acts of 1897, Page 807
Special Acts of 1907, Page 291

§ 1. That the territory and inhabitants within the limits of the Ninth school district of Manchester are hereby made a body politic and corporate by the name of the Ninth School District of Manchester, and shall have all the powers and privileges of school districts under the laws of this state.

§ 2 The first meeting of said district shall be held in June, 1895, and shall be called by the present district committee. At said meeting shall be elected, by ballot, a committee consisting of five persons, whose terms of office shall begin July 15, 1895. One of this number shall be elected to hold office until the next annual meeting, two until the second annual meeting, and the remaining two until the third annual meeting thereafter. At each annual meeting of the said district, which shall be held in June, so many members of said committee shall be elected by ballot to hold office for three years as, together with those previously elected to hold office beyond said annual meeting, will make the whole number five; and all members of said committee shall be residents of said district. In case of vacancy caused by resignation, death, or

removal from the district, the remaining members of the committee shall fill the vacancy until the next annual meeting of said district, when a member shall be elected for the unexpired term. The chairman of the district committee shall give due notice of all meetings of said district, and may call a special meeting thereof at any time, and shall call one on the written request of twenty legal voters of the district.

§ 3 Said committee shall examine, employ, and dismiss teachers, shall determine the number and qualifications of the scholars to be admitted into each school, provided that all children of school age within said district shall be admitted to some one of the schools maintained by said district, may prescribe the course of study to be followed in the schools, and shall exercise all the powers and perform all the duties of district committees and school visitors. The authority of the school visitors of the town in which said district is situated shall extend only to the remaining portion of said town.

§ 4 In the town of Manchester, in each year, before the third Tuesday of June, the school visitors shall elect three of their number, and the committee chosen under the provisions of this resolution shall also elect three of its number, and the board of selectmen shall elect three of its members, and the nine persons shall be the joint board of the town of Manchester in lieu of that provided for in section 2234 of the general statutes, and shall have the rights and perform the duties of said joint board prescribed in sections 2234, 2236, and 2237 of the general statutes.

Naugatuck

Special Acts of 1895, Page 221

§ 6 All burdens and all expenses imposed by law upon the town of Naugatuck, for the support of schools, shall hereafter be borne by said borough; and said borough shall hereafter perform all the duties, and have and exercise all the rights, powers, and privileges of and relative to said purposes and matters by law conferred upon said town; and all laws of the state imposing such duties, burdens, and expenses, and conferring such rights, powers, and privileges upon said town, are hereby amended, so as to be hereafter applicable to, and operative upon, said borough, except as is herein otherwise provided.

§ 23 There shall be in said borough a board of education consisting of six electors of said borough. Of the members elected at the annual electors' meeting of said borough in May, 1895, two shall be elected for the term of three years, two for the term of two years, and two for the term of one year, respectively, and at said election in May, 1895, no person shall vote for more than one person for each of the respective terms last above named. At the borough election held on the first Monday of May, 1896, and annually thereafter, two members of said board of education shall be elected for the term of three years, but no person shall vote for more than one member of said board at any election after May, 1895, except for persons to fill vacancies. Vacancies in said board may be filled by the remaining members of said board until the same shall be filled by the voters thereof, but only for the unexpired term. Said board of education shall have all the powers now

or hereafter vested in, and shall perform all the duties now or hereafter imposed by law on the school visitors of the several towns in this state. The board of education and the warden and burgesses of said borough shall meet as a joint board on the second Tuesday in June in each year, and prepare a statement showing the estimated cost of each and all the public schools in the borough for the succeeding school year, and shall immediately thereafter notify the committees of the respective school districts of the several amounts so estimated; and said board of education shall present, at the annual borough meeting, a written or printed statement of the total cost of each and all of the public schools in said borough for the school year next preceding, and shall present an estimate of the cost of such schools for the current school year, at a meeting of the freemen of the borough held in July in each year; and said joint board shall hereafter do and perform all other acts and things that the school visitors and the selectmen of said town of Naugatuck have heretofore done and performed, and as may be hereafter required by law to be done and performed, in the several towns by the board of school visitors and selectmen.

New Britain

Special Acts of 1905, Page 932

Schools

§ 36 Said city shall be a consolidated school district and it shall be in place of the town of New Britain in all the duties, obligations, and other matters required by law of or by the town concerning education, and it shall act in such matters instead of the town. All the powers, obligations, rights, and property of the town, whether as a town or as a consolidated school district, shall be vested in and belong to said city.

§ 37 There shall be a school committee of said city, with all the rights, duties, or powers concerning schools and educational matters now or hereafter vested in committees of consolidated school districts and selectmen of towns by the laws of this state. Said committee shall serve without compensation, except as hereinafter provided, and the present school committee of the consolidated school district of the town of New Britain shall continue to be the committee of the consolidated school district of the city of New Britain until the successors of the present members of said committee shall be elected and qualified as herein provided.

§ 38 Said committee may fix and determine the compensation to be paid to its officers.

§ 39 Said committee shall audit and approve monthly all bills for all current expenses of their department and report the same to the city auditor, and he shall thereupon certify whether or not the appropriation available for said expenses is sufficient for the payment of the bills so approved, and, if sufficient, he shall so certify to the city treasurer, and thereupon said committee, by such official as they shall by their by-laws authorize, shall draw upon the treasurer in favor

of the person entitled to the payment of any such bills so approved, and the auditor shall keep a list of all bills so approved and filed with him.

§ 40 All business relative to the schools of said consolidated school district of the city of New Britain heretofore transacted in town meetings shall hereafter be transacted in city meetings.

§ 41 Said committee may make, change, amend, or alter any rules, regulations, or by-laws which they may deem necessary relative to the manner of conducting the meetings and business of the committee, to the conduct and government of schools, and to the duties, terms of office, mode of election, and compensation of all persons employed by said committee and its officers; and said committee may at any time remove any officer thereof or any person employed by them.

§ 42 Said committee shall make such estimates of its expenses for each year and keep such accounts of its expenditures as shall be prescribed by the ordinances of said city, and shall make a report of its doings annually in each year to the common council at the close of each school year.

§ 43 When at any city meeting it shall be voted to erect any school building or enlarge any existing building, and the estimated expense thereof shall exceed five thousand dollars, an appropriation is made to meet the expense of erecting or enlarging such building, said meeting may, if warned for that purpose, vote to issue the bonds of said city for the purpose of raising money to defray the expenses of the erection or enlargement of such building, instead of levying a tax to meet the same. Said meeting shall fix a rate of interest on said bonds, the time and place of payment of principal and interest thereon, the amount and kind of bonds, the manner in which they shall be issued and sold, and the person or persons empowered to sign the same on behalf of said city; and may provide that a certain part of said bonds may become due and payable in each year, and may provide a sinking fund for the purpose of the payment of such bonds. The avails of the sale of such bonds shall be paid into the city treasury and credited to said school committee on the books of the treasurer for account of new school buildings, and no portion of the money raised by the sale of bonds shall be used for any purpose or paid out of the treasury except for defraying the expense of the construction or enlargement of such school buildings and for furnishing and equipping such new buildings or extensions, and any balance remaining after payment of such bills shall be available only for the purpose of the construction of new or the extension or enlargement of existing school buildings.

New Haven

Special Acts of 1899, Page 419

Department of Education

§ 104 There shall be in said city a department of education, which shall have the care and management of all the affairs of the New Haven

city school district. After this act takes effect no meeting of the New Haven city school district shall be held for any purpose whatever.

§ 105 Said department shall be under the control of a board of education of seven members who shall serve without compensation. The members of the board of education in office at the time this act takes effect shall hold their respective offices during the terms for which they were appointed unless sooner removed for cause according to the provisions of this act. On or before the first day of September, 1899, the mayor shall appoint two members of said board to serve four years from the third Monday in September next following; on or before the first day of September, 1900, the mayor shall appoint two members of said board to serve four years from the third Monday of September next following; on or before the first day of September, 1901, he shall appoint two members of said board to serve for four years from the third Monday of September next following; and on or before the first day of September, 1902, said Mayor shall appoint one member of said board to serve for a period of four years from the third Monday of September next following. And on or before the first day of September in every year thereafter the mayor shall fill the vacancies about to occur in said board by appointing one or two members, as the case may be, to serve for four years from the third Monday in September following their appointment. Not more than four members of the same political party shall at any one time be members of said board. The mayor shall fill all vacancies caused by death, resignation, or otherwise, by appointment, for the unexpired term. If the mayor shall refuse, fail, or neglect for thirty days to make an appointment to fill any vacancy that may occur in said board, either by death, resignation, removal, or otherwise, then the remaining members of said board may elect a suitable person to fill such vacancy.

§ 106 The board of education shall appoint a superintendent of schools, and shall decide the number of principals, assistants, and teachers to be employed. It may appoint or employ a secretary, an inspector of buildings, and such other officers and employes as may be necessary for the proper conduct of its business. It shall fix their terms of office and their salaries and prescribe their duties in each case, except as hereinafter provided. The officers and employes of the New Haven city school district, at the time of the taking effect of this act, shall retain their respective offices until their successors shall be chosen, and the rules and regulations of the board of education then in existence, not inconsistent with this act, shall remain in full force until repealed. Said board shall have the entire charge and direction of all the public schools of said district, and of the expenditure of all moneys appropriated for the support of the same, and shall have charge of the construction, management, and repair of all school buildings, and shall possess all other powers and be subject to all of the general duties of boards of education, school committees, and school visitors in this state, so far as the same are consistent with the terms of this act. It shall annually choose a president from among its own members, make its own by-laws, keep a journal of its proceedings, define the duties of its officers and committees, and prescribe such rules and regulations for

discipline in said public schools as are not inconsistent with the laws of the state.

§ 107 The superintendent of schools, if he has not held the office before, shall be appointed for one year, and if continued in office thereafter may be appointed for a term of five years, and his salary shall not be reduced before the expiration of said term of five years. He shall not be removed during said term except by the vote of five members of the board of education. He shall appoint from those eligible under the rules of the board all principals, assistants, and teachers necessary to fill positions authorized by the board. He shall assign all principals, assistants, and teachers to their respective positions and reassign them or dismiss them from office at his discretion. He shall report at each meeting of the board all appointments, reassignments, and dismissals made by him since the previous meeting. Any appointment by the superintendent may be rejected by a vote of five members of the board. Any dismissal by the superintendent shall be final unless reversed by a vote of five members of the board at the meeting when such dismissal is reported. Notice of dismissal on the part of the superintendent shall be given to the principal, assistant, or teacher, by the superintendent in writing at least one week before the meeting of the board when the superintendent reports such dismissal. He shall, with the approval of the board of education, prescribe the courses of study in all the schools, but the text-books to be used in said courses shall be designated by the board. The superintendent shall annually, at a date to be fixed by the board, submit to the board a full report of the work and condition of the schools during the previous year, with recommendations for the ensuing year, which report, when accepted by the board, shall form part of its report to the mayor. He shall also report, each month during the school year, to the board in writing, any changes made in the several courses of study, and what principals, assistants, and teachers he has assigned, reassigned, or dismissed, and shall furnish such additional information regarding the condition of the schools and the efficiency of the teaching force as may be required by the board. Said monthly reports shall be entered in a suitable book provided for the purpose, and shall be kept as a part of the records of the department.

§ 108 The treasurer of the city shall receive the amount of school money to which the district is entitled from the school moneys of the state, from the town of New Haven, from state appropriations for school purposes, from gifts, and from the tax laid within the district for school purposes, which moneys shall be subject to the order of the board of education under such rules and regulations as the board of finance may from time to time establish.

§ 109 The board of education shall submit to the board of finance of the city, at the time fixed by law for the submission of the estimates of the other departments of said city, a detailed estimate of its expenses for the next year for which the appropriations for city purposes are by law required to be made, specifying separately the sums needed for current and special expenses.

§ 110 Said board of finance shall annually appropriate for the purposes of said district such amount as it may deem necessary for such

purposes. Appropriations made for school sites and the building and furnishing of new schoolhouses or additions to old ones shall be known as the special school fund, and it shall be the duty of the board of education to cause accurate accounts to be kept of its receipts and expenditures, distinguishing between those of a general and those of a special character. The board of finance shall levy, for school purposes, a tax upon all property within said district as now or hereafter constituted.

§ 111 The board of education shall have power to maintain one or two high schools, as it may deem advisable, and a manual training school, and it shall determine the number and location of primary and grammar schools, but no expenditure involving any expense to the city of New Haven or the New Haven city school district for the purchase of ground or the erection of schoolhouses shall be made until a special appropriation for that purpose shall have been made.

§ 112 Said board shall annually, at a date to be fixed by the mayor, transmit to the mayor a full report of its proceedings during the previous year, together with a statement of its receipts and expenditures, specifying those on account of current expenses, and special expenses for land and buildings respectively, with such other details as the mayor may from time to time require.

§ 113 Said board shall have power to divide the school district into as many sub-districts as it may deem advisable for the purpose of determining the limits within which children may attend each school.

§ 114 The city of New Haven, upon the recommendation of the board of education, shall have power to take sites for schoolhouses, or for the enlargement of sites already acquired, in the manner provided by law for the taking of land for public parks.

§ 115 The title to all property, legal or equitable, owned by such district, or which may hereafter be acquired for school purposes in said district, is hereby vested in the board of education, as trustee for said New Haven city school district.

§ 116 The Westville school district and the South school district are excepted from the provisions hereof. Whenever the electors of either the Westville school district or the South school district in the town and city of New Haven shall, by a majority vote in district meeting, in the manner provided for the admission of the different wards in section 218 of this act, express their desire to have their district annexed to the New Haven city school district, said vote shall be certified to the board of education of the New Haven city school district, and said board shall then, by a proper vote, declare the district in question to be a part of the New Haven city school district, and it shall thereafter be included in said New Haven city school district, and be governed by all the provisions of this act relating to said district.

New London

Special Acts of 1905, Pages 783, 784, 786, and 802.

§ 9 At each annual meeting for the election of officers there shall be elected three school visitors for the term of three years and until their successors are chosen and qualified.

§ 10 The mayor shall be, ex officio, a member of all committees of the court of common council, and of the board of water and sewer commissioners, and of the board of school visitors.

§ 48 All the rights, powers, and duties relative to education, schools, school districts, schoolhouses, school lands, school property, and school officers, of whatsoever kind, heretofore conferred or imposed, or hereafter to be conferred or imposed upon towns, shall be and they are imposed and conferred, within the limits of the city of New London, upon said city, and upon the officers chosen by it for school purposes.

§ 49 The school visitors of said city shall continue to be such school officers, and shall be charged with and perform all the duties of a school committee, and shall have all its powers, and shall act in the place and stead of such committee in all things; and the city of New London shall be substituted for and take the place of the town of New London in all matters concerning education, and shall act instead of said town in all of the same.

§ 50 All the powers, obligatory duties, rights, and property of said city of New London, whether as such city, or as a union school district, in respect to education and schools, shall be vested in and belong to said city of New London, which shall be and act, for all intents and purposes, as such union school district, and all such powers and duties of said city shall be exercised and performed by said board of school visitors, unless otherwise ordered by said city.

Norwalk

Special Acts of 1901

§ 1 The organization and formation of the high schools now existing and being conducted in the town of Norwalk, and all acts hitherto performed in the management and conduct of said schools, are hereby validated and confirmed; but said schools shall hereafter be conducted under the head or title of the Norwalk High School, with one or more departments and courses of study; and for the purpose of maintaining such high school, the town of Norwalk may purchase, receive, hold, and convey any property, build and repair schoolhouses, lay taxes, and make contracts and adopt regulations for the management of such school.

§ 2 The organization, conduct, and management of said school shall be under the direction of the board of school visitors of said town, and said board shall have in general the powers and duties of district committees and boards of school visitors under the laws of this state.

§ 3 Nothing in this act shall prevent the town of Norwalk, at any annual town meeting, from directing its school visitors to discontinue said high school or to discontinue purchasing and furnishing, at the expense of the town, text-books and other school supplies used in said high school.

Norwich

Special Acts of 1897, Page 1058

Falls District

§ 1 That the third or Falls school district in the town of Norwich

be and the same is hereby made and constituted a body politic and corporate by the name of The Falls District. Said district shall receive its proportion of the public money, shall have entire control of all the schools within its limits, may establish and maintain schools of different grades, and shall have and enjoy all the powers and privileges at present enjoyed by school districts in this state.

§ 2 There shall be elected at a meeting held within and for said The Falls District, on the Friday following the second Monday of June, 1897, at 7.30 o'clock P. M., at the schoolhouse in said The Falls District, a committee consisting of seven persons, voters in said district, by ballot and by a majority vote, three of the members of said committee to be elected for one year from and after the date of said meeting, two members of said committee to be elected for two years from and after the date of said meeting, and two members of said committee to be elected for three years from and after the date of said meeting. The terms for which said members are to be elected shall be designated upon the ballot cast for the same, and they and their successors in office shall have the control and management of the schools in said district, examine, approve, employ, and dismiss teachers, prescribe the course of study to be pursued in the schools, and make such by-laws and rules, not inconsistent with the laws of this state, as they shall from time to time deem necessary, choose by ballot and by a majority vote of the said committee a president of said committee, who shall preside at its meetings when present, and at meetings of the district when present, and if the president of said committee shall be absent from any of said meetings then the presiding officer of said meetings shall be selected from any of the voters of said district present, at any of said annual and special meetings of said district, and shall choose in like manner a treasurer of said district from among members of said committee; and shall choose in like manner as aforesaid a clerk of said district; and said committee and their successors in office shall also have the power and authority to borrow money for school purposes upon the credit of said district when authorized by vote of said district. In case of vacancy caused by resignation, death, or removal from the district, the remaining members of said committee by a majority vote shall fill the vacancy until the next annual meeting of said district, when some person shall be elected by the said district for the unexpired term, and said committee shall do and perform all such acts as are now by law devolved upon the district committee of said third school district. The compensation of all of the officers and committees shall be determined by a vote of the district.

§ 3 Said committee shall hold its regular meetings on the first Monday of each month, and special meetings may be called by the president upon three days' notice thereof, and shall be called by him upon the written application of four members of the committee.

§ 4 The annual meeting of said The Falls District shall be held on the Friday after the second Monday of June in each year, at which meeting said district shall elect, by ballot and by a majority vote of the qualified electors of the district present and voting, two members of the said committee for a term of three years, to fill the places of the mem-

bers whose terms of office shall have expired; and shall elect in the manner hereinbefore provided a member or members to fill the unexpired term of any member or members of said committee who shall have resigned, died, or moved out of the district, as provided by section two of this charter, and a collector of taxes. The annual report of the committee and of the district treasurer shall be submitted to said meeting.

§ 5 There shall also be elected at each annual meeting for the election of the said committee, in addition to the number specified in section four, by a majority vote, by ballot, a member of said committee who shall hold office for one year from and after the date of his said election.

§ 6 The annual tax meeting of The Falls District shall be held on the Friday following the second Monday of June in each year, and the special meetings of the district may be called by the said committee as occasion may require, and shall be called on application in writing of fifteen legal voters of said district.

§ 7 The district treasurer and the collector of taxes shall each give a bond to the satisfaction of a committee of three voters of said district, elected by the voters of said district at its annual meeting for the purposes mentioned in this section, conditioned for the faithful performance of their respective duties, and for an accounting of all moneys that may be received by either of them.

Special Acts of 1899, Page 85

Greeneville School District

§ 1 That the Greeneville school district in the town of Norwich be and is hereby made and constituted a body politic and corporate by the name of The Greeneville School District.

§ 2 Said The Greeneville School District shall receive its proportionate share of the public money; shall have entire and exclusive control of all the public schools within the limits of said district; may establish, maintain, and manage schools of different grades therein, and shall have and may exercise all the powers and privileges at present enjoyed by school districts in this state.

§ 3 The first meeting of said corporation shall be held in the brick schoolhouse in said district on the Friday next following the third Monday of June, 1899, at half-past seven o'clock in the evening, and there shall be held a regular annual meeting of said corporation at the same place and hour on the Friday next following the third Monday of each June thereafter.

§ 4 Notice of said first meeting, as well as of all regular and special meetings, shall be given by publishing a notice thereof once in a daily newspaper published in the said town of Norwich, not less than five days and not more than ten days prior to such meeting, and also by posting a copy of such notice on the outside of the main entrance door of said schoolhouse, and a similar copy on the public signpost nearest to said schoolhouse at least five days prior to the date of such meeting. The notice of said first meeting shall be signed and given by the present

district committee of said district, and notice of all other meetings shall be signed and given by the board of education of said corporation. The notice of every special meeting shall state the purpose of such meeting. Special meetings may be called and held as occasion may require and shall be called by the said board upon the written request of not less than twenty of the legal voters residing in said district.

§ 5 All the legal voters of said district shall be entitled to vote at all meetings of said corporation and no other person shall have the right to vote or otherwise to participate in said meetings.

§ 6 The officers of said corporation shall be a board of education consisting of six persons, a clerk, a treasurer, a collector, and an auditor, each of whom must be a legal voter residing in said district.

§ 7 All of said officers shall be elected by ballot, and a majority of the lawful ballots cast shall be requisite to elect.

§ 8 At said first meeting there shall be chosen two members of said board of education to serve for one year from the date of said meeting, two to serve for two years from said date, and two to serve for three years from said date, and the ballots for members of said board cast at said first meeting shall state the number of years for which each member of said board shall serve. At each annual meeting thereafter there shall be elected two members of said board to serve for three years. At said first meeting there shall also be elected a clerk, a treasurer, a collector, and an auditor, each to serve for one year from the date of said meeting; and at each annual meeting thereafter there shall be chosen a clerk, a treasurer, a collector, and an auditor, each for one year from date of election and until their successors are elected and qualified.

§ 9 The said board of education shall have the entire and exclusive control, supervision, and management of all public schools within the limits of said school district; and shall possess, enjoy, and exercise all the powers, and shall perform all the duties of school district committees and of school visitors; and the school visitors of said town of Norwich shall cease to have and to exercise any authority in said district when this resolution takes effect.

§ 10 Said board of education shall also have the power to make and to enforce proper rules and by-laws for its own government, and for the management of said corporation and of its affairs; and to amend, alter, or suspend the same; and to choose such officers of said board as it may deem requisite, including a president thereof.

§ 11 The president of said board shall preside at all the meetings thereof, as well as at all meetings of said corporation, but in case the president is absent, or when there is a vacancy in his office, his duties shall be performed by such other member of said board as shall be designated by vote of the remaining members of said board; provided, that at the said first meeting of said corporation the legal voters present shall elect *viva voce* the presiding officer of said first meeting.

§ 12 The auditor shall duly examine all books, accounts, and vouchers of said corporation and of its officers, shall make a true and full report of his examinations and doings, when and as required by the rules and by-laws adopted by said board; and shall perform such other duties as said board may impose on him. The other officers shall discharge

the duties, and shall have and exercise the powers and privileges, of the corresponding officers of said school district, as constituted before the creation of said corporation.

§ 13 Said board shall hold meetings for the transaction of business at such times and places as shall be determined by said board, and a majority of the members thereof shall constitute a quorum for the transaction of all proper business.

§ 14 Said board shall have full and exclusive power to examine, employ, and dismiss teachers for the public schools in said district, and also to perform all the duties and to exercise all the powers and privileges now possessed and enjoyed by school district committees in this state.

§ 15 Said board of education shall have power to borrow money for the legitimate needs of said corporation, upon the credit of said corporation, and to execute and negotiate its suitable obligations therefor.

§ 16 The treasurer and collector shall each furnish a bond, with surety or sureties satisfactory to said board and conditioned for the faithful performance of their respective duties; and no person shall enter upon the duties of the office of either treasurer or collector until his bond shall have been accepted and approved by said board.

§ 17 Said board shall fix the compensation of all officers and of all other employes of said corporation.

§ 18 At each annual meeting after June 23, 1899, there shall be presented written reports of the treasurer and the board of education for the preceding twelve months, and a written estimate by said board of the receipts and expenses of the twelve months following.

§ 19 Any vacancy in any of said offices shall be filled by said board, or the remaining members thereof, until the next annual meeting.

§ 20 This act shall take effect on the twenty-third day of June, 1899, on the organization of the first meeting of said corporation as provided in said act; and the terms of all the present officers of The Greeneville School District shall terminate at the time this act takes effect as herein provided; and the report of the officers of said district shall be made at said first meeting.

ORANGE

Special Acts of 1899, Page 269

Union School District of Orange

§ 1 . The Union School District of the town of Orange may, at its next annual meeting, vote upon the question of whether or not said district will adopt the form of school government provided for in sections 2130, 2131, 2132, 2133, and 2134 of the general statutes, and if a majority of the voters of said district shall at said meeting vote in favor of adopting said form of government, then the officers of said district elected at said annual meeting shall hold office until the third Monday of September, 1899.

§ 2 If said district shall vote to adopt said form of government, then said district shall hold its annual meeting on the third Monday of

September, 1899, and annually thereafter; and at the annual meeting held on the third Monday of September, 1899, elect the officers provided for in said section 2130 of the general statutes, and shall elect two members of a board of education to serve for one year, two members to serve for two years, and two members to serve for three years, and annually thereafter two members to serve for three years, as provided in said statutes.

§ 3 Upon said district voting as herein provided, and upon the election of officers of said district as provided in section two, said district and said officers shall have all the powers, rights, and duties, and be subject to all the obligations imposed upon school districts so organized as provided in sections 2130, 2131, 2132, 2133, and 2134 of the general statutes, and all other acts relating to school districts so far as the same are applicable; and in case of a vacancy occurring in any office, the board of education may fill the same till the next annual meeting.

§ 4 The adoption by said district of said form of government shall in no manner affect the rights, property, or obligations of said school district, but the same shall continue in the same manner as if this act had not been passed, and shall be administered, adjusted, and liquidated by said district and by the officers elected in pursuance of this act, in lieu of the officers now administering the same, and all debts due said district and all obligations due from said district shall be collected and paid by said district and by the officers elected hereunder, to the same extent as if this act had not been passed.

§ 5 If said district shall vote to adopt said form of government, the school visitors of the town of Orange shall only have jurisdiction in the remaining portion of the town after the third Monday of September, 1899.

§ 6 This act shall take effect from its passage.

Waterbury

Special Acts of 1899, Page 498

§ 1 The territorial limits of the body politic and corporate existing under the name of the city of Waterbury shall hereafter include all land and territory situated within the limits of the Center school district of Waterbury as now or hereafter defined.

§ 2 There shall be in the city of Waterbury a department of education which shall have the care and management of all the property and affairs of the Center school district of Waterbury. After this act shall take effect no meeting of said Center school district shall be held for any purpose whatever.

§ 3 Said department shall be under the control of the board of education, consisting of the mayor, who shall be *ex officio* chairman, and seven members, who shall be elected biennially at the meetings of said city for the election of officers; and for this purpose separate ballots shall be provided in the several voting places in said city. The terms of office of said members shall begin on the first Monday of January next following their election, and the provisions of the charter of said city in relation to the powers and duties of city officers shall apply to said members.

§ 4 No person shall vote for more than four members of the board of education. If any ballot found in said boxes shall have the names of more than four persons for members of said board, the first four names only shall be counted, and the seven persons of the whole number voted for and counted as aforesaid having the highest number of votes shall be declared elected members of the board of education of said city. In case a vacancy shall occur in said board by reason of a tie vote, or death, resignation, or removal, or any other cause, such vacancy may be filled in the manner now provided for filling vacancies in other city offices.

§ 5 The members of said board of education shall receive such compensation for their services as shall be prescribed by the board of aldermen.

§ 6 Said board shall hold regular meetings every month, and special meetings at such times as it may appoint or the mayor may call. Except in case of a tie, the mayor shall have no vote in any meeting.

§ 7 The board of education shall appoint a superintendent of schools, and shall decide the number of principals, assistants, and teachers to be employed. It may appoint or employ a clerk, an inspector of buildings, and such other officers and employes as may be necessary for the proper conduct of its business. It shall fix their salaries, subject to the approval of the board of finance, and prescribe their terms of office, and their duties, in each case, except as hereinafter provided. The officers and employes of the Center school district, at the time when this act shall take effect, shall retain their respective offices until their successors shall be chosen and duly qualified, and the rules and regulations of the board of education and district committee then in existence, not inconsistent with this act, shall remain in full force until repealed. The board of education herein provided for shall have the entire charge and direction of all the public schools of said district, and of the expenditure of all moneys appropriated for the support of the same, and shall have power to construct, manage, and repair all school buildings, and shall possess all other powers and be subject to all of the general duties of boards of education, school committees, and school visitors in this state, so far as the same are consistent with the terms of this act. It shall make its own by-laws, keep a journal of its proceedings, define the duties of its officers and committees, and prescribe such rules and regulations for discipline in the said public schools as are not inconsistent with the laws of the state.

§ 8 The superintendent of schools shall be appointed for the term of two years, and his salary shall not be increased or decreased during any term except in the manner provided by the charter of said city. He shall not be removed during said term except by the vote of five members of the board of education. He shall appoint from those eligible under the rules of the board all principals, assistants, and teachers necessary to fill positions authorized by the board. He shall assign all principals, assistants, and teachers to their respective positions, and reassign them or dismiss them from office at his discretion. He shall report at each meeting of the board all appointments, reassignments, and dismissals made by him since the previous meeting. Any

appointment by the superintendent may be rejected by a vote of the majority of the board. Any dismissal by the superintendent shall be final unless reversed by a vote of a majority of the board at the meeting when such dismissal is reported. Notice of dismissal on the part of the superintendent shall be given to the principal, assistant, or teacher by the superintendent in writing at least one week before the meeting of the board when the superintendent reports such dismissal. He shall, with the approval of the board of education, prescribe the course of study in all the schools, but the text-books to be used in said courses shall be designated by the board. The superintendent shall annually, at a date to be fixed by the board, submit to the board a full report of the work and condition of the schools during the previous year, with recommendations for the ensuing year, which report, when accepted by the board, shall form part of its report to the mayor. He shall also report, each month during the school year, to the board in writing, any changes made in the course of study, and what principals, assistants, and teachers he has assigned, reassigned, or dismissed, and shall furnish such additional information regarding the condition of the schools and the efficiency of the teaching force as may be required by the board. Said monthly reports shall be entered in a suitable book provided for that purpose, and shall be kept as part of the records of the department.

§ 9 The treasurer of the city shall receive the amount of school money to which the district is entitled from the school moneys of the state, from the town of Waterbury, from state appropriations for school purposes, from gifts, and from the tax laid within the district for school purposes, which moneys shall be subject to the order of the board of education under such rules and regulations as the board of finance may from time to time establish.

§ 10 The board of education shall submit to the board of finance of the city, at the time fixed by law for the submission of the estimates of the other departments of said city, a detailed estimate of its expenses for the next year for which the appropriations for city purposes are by law required to be made, specifying separately the sums needed for current and special expenses.

§ 11 The provisions of sections 92 and 93 of the charter of the city of Waterbury shall apply to such estimates, and to all taxes and appropriations based thereon; but no tax shall be laid upon any property lying outside of the present limits of the city of Waterbury and within the limits of said city as hereby established at a rate exceeding one-half of the rate of taxation upon property lying within the present limits of said city.

§ 12 The board of education shall annually, at a date fixed by the mayor, transmit to the mayor a full report of its proceedings during the previous year, together with a statement of its receipts and expenditures, specifying those on account of current expenses and special expenses for land and buildings respectively, with such other details as the mayor may from time to time require.

§ 13 Said board shall have power to divide the school district into as many sub-districts as it may deem advisable, for the purpose of determining the limits within which children may attend each school.

§ 14 The city of Waterbury, upon the recommendation of the board of education, shall have power to take sites for schoolhouses, or for the enlargement of sites already acquired, in the manner provided by law for taking of land for public parks.

§ 15 The title to all property, legal or equitable, owned by said district, or which may hereafter be acquired for school purposes in said district, is hereby vested in the board of education, as trustee for said Center school district.

§ 16 Nothing in this act shall be construed to restrict the right of any woman to vote at any meeting held for the purpose of choosing any officer of schools, or for any educational purpose under the general or special laws of this state, and nothing herein shall confer upon any woman the right to vote for the mayor of said city of Waterbury or for any other city officer.

Amending the Charter of the City of Waterbury and Consolidating the Governments of the Town and City of Waterbury

Special Acts of 1901, Page 858.

§ 10 All liabilities, debts, and obligations owing on said first Monday of January, 1902, from or by the city or Center school district of Waterbury, shall remain a liability, debt, and obligation upon the persons and property within the second district hereinbefore described, and any indebtedness, bonded, or otherwise, thereafter incurred for any purposes within said second district not in this act provided to be paid by said first district, including disposal of sewage, shall be assumed solely by the said second district.

§ 11 The several school districts of the town of Waterbury, outside of said second district, shall continue to remain as school districts with the same territorial limits, rights, powers, and obligations as now existing with the exception as set forth in section seven of this act, and the obligations now imposed upon the town of Waterbury, with respect to the support of schools outside of said second district, are hereby imposed upon said city of Waterbury and shall be an expense incurred by and chargeable to the first district hereinbefore described.

§ 12 Whenever twenty-five electors residing in any one of said school districts shall petition the board of aldermen of said city that the school district within which they reside may be brought under the full jurisdiction of the second district heretofore described, so that the persons and property within said school district may secure from the government of said city the same benefits and be subject to the same obligations as persons and property within said second district, said board of aldermen, after due hearing, shall fix a day on which all legal voters residing within the limits of said school district may vote upon the question whether they are in favor of or opposed to said petition. And if on said day a majority of the votes cast within said school district shall be found in favor of having said petition granted, said board of aldermen shall grant the same and make an order that the said school district, together with its inhabitants and property, shall thereafter be and remain under the full jurisdiction of the said second district, and

such order shall have the same force and effect as if it formed a part of this act, and said school district shall then be deemed to have been abolished as a school district.

§ 13 The board of education of said city shall, on and after the first Monday of January, 1902, have and possess all of the powers and duties vested in town school visitors by the general statutes. Said board shall have the power, at its discretion, of admitting any child resident in any of the several school districts outside of said second taxation district to any graded school within said second district, and shall admit any such child to the high school within said district, if such child shall be qualified for admission thereto, upon payment of such annual fee as may be determined upon by said board of education. Such fee shall be paid by said city and be an expense of and chargeable to the said first taxation district, *provided,* that not more than thirty dollars shall be paid for each scholar attending such schools from any of said several school districts.

WINDHAM

Providing for the Erection of a Building for the State Normal School at Willimantic and Making an Appropriation Therefor

Special Acts of 1907, Page 580

§ 1 That the state board of education is hereby authorized to cause to be constructed an additional building for the state normal school at Willimantic, said building to be used for the purposes of model and practice schools.

§ 2 The sum of thirty-three thousand three hundred thirty-three and thirty-three one-hundredths dollars, or so much thereof as may be necessary, is hereby appropriated out of any money in the treasury not otherwise appropriated, to be expended, together with moneys appropriated by the town of Windham as hereinafter provided, for the purpose of constructing and furnishing said building; and the comptroller shall draw his orders on the treasurer in favor of the state board of education, from time to time, for such sums as it shall require for said purpose. Said board shall, as often as once in every three months, file vouchers with the comptroller for all moneys expended under the provisions of this resolution.

§ 3 The state board of education shall not expend any money under the provisions of this resolution for said building until the town of Windham shall have conveyed, free of expense, to the state, a site which shall be satisfactory to said board, and shall have entered into a contract with said board to furnish model and practice schools in connection with the training department of said normal school, the terms of said contract to be satisfactory to said board, and shall have voted to pay one-third of the cost of the construction and furnishing of said building and made the necessary appropriation therefor.

§ 4 In case said state board of education shall proceed to erect said building said town of Windham shall, on or before the first day of July, 1908, or sooner upon request of said board, pay to the state

treasurer, for the payment of one-third of the cost of said building, the sum of sixteen thousand six hundred sixty-six and sixty-seven one-hundredths dollars, and, if the construction and furnishing of said building shall be found to have cost less than fifty thousand dollars, the said treasurer shall return to said town of Windham one-third of the balance of said sum of fifty thousand dollars remaining unexpended for said purpose. Said town of Windham is hereby authorized to appropriate a sum sufficient to pay for said site and said one-third of the cost of said building, at a meeting especially warned and held for the purpose, and said town is also authorized to convey said site to the state and to make and carry out the contract provided for in section three of this resolution.

§ 5 No member of said board of education shall receive any compensation for services rendered in connection with the construction of said building.

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Addresses delivered at second annual meeting

Meriden December 14 1907

1908

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ADDRESS BY HOWELL CHENEY OF SOUTH MANCHESTER

THE EDUCATIONAL NEEDS OF THE LARGER TOWNS AND CITIES

I can only attempt to picture our educational needs as I see them expressed in one of our manufacturing towns where the conditions are simpler than in our cities. The problem presents itself in ever changing confusion because of the differing needs of different populations, the diversities of school organization and taxation, and the omnipresent jealousy of state interference in what have always been considered local affairs. It is intimately connected with the problems of centralizing power and increased taxation, and becomes more involved as our social organism becomes more complex. Yet I have the temerity to feel that it is in some ways easier to work out a more rational school system from the experience of a town in which two-thirds of the twenty-five hundred children enumerated attend one school, embracing all branches from a kindergarten to a high school, than it is to benefit from the experience of the cities, with their diversified interests and occupations, and grades paralleled in many districts. Complication makes for greater difficulties and not for direct progress. After all the problem is not essentially different in the cities than in the larger towns. It is a question of degree rather than of kind. The problem of all industrial centers is in brief how to assimilate in our schools as in our national life an ever increasing number of nationalities whose every tradition is the product of entirely different environment from ours. It is the problem of the emigrant, a problem which we have been shouldering for a generation or more, on the whole with fair success but without an adequate perception that our schools were not equal to meeting its increasing demands.

For years we have idealized in our thoughts the little red schoolhouse on the hill as the birthplace of Yankee intelligence, and perhaps it is worth while in passing to consider in what its greatness lay.

First—its attendance was practically composed of the few of one kind and not of the many of different conditions. The backward and incompetent children were not kept there for six years, and as long as they stayed shifted largely for themselves, while the brighter pupils became the teacher's special charge in preparation for college. It was a school notably for the survival of the fittest, masters as well as pupils, as many an incompetent master found when he was thrown out of doors by his more vigorous pupils. But

the point to bear in mind is that it was a school without *compulsory attendance* for the children of few classes, and practically one race. Neither the deficient pupils nor the physically defective were found there in sufficient numbers to constitute a problem. There was no compulsory attendance law to force in those children who proved themselves more efficient on the farm than in school. Yet in the small ungraded room the difficult pupils could be coached individually much better than in our crowded classes of forty to fifty in a room. The short terms were supplemented by practical training. Most of the boys were brought up on the farm, and from the earliest age of possible efficiency were made to feel that they were responsible for specific tasks, which had to be done and well done in a particular manner. Whether the task was splitting wood, hoeing corn or bringing the cows home, a sure consequence followed its performance,—quite different from the "Well done, Johnny," which too often greets the indifferent efforts of the modern school boy. Our present manual training seems but a feeble imitation of the old combined school and farm, where every effort was followed by actual work and responsibility, which made the child a working force in the daily life. There never came a time when he left school to commence work. There was no period when he had to find himself entirely from the beginning, and to realize that his effectiveness depended upon his filling some one place.

When the industrial life of the city grew up around the little red schoolhouse, the conditions were not at first essentially different from those on the hill top. For parallel to the farm system lay the training by apprenticeship. This included not only the trades, but the professions. I cannot do better than to quote from the recent Massachusetts report: "Farming was learned by work on the farm, trades by work in the shops, and the professions of medicine and law in actual office work. Still the systems of school and work did not conflict with each other. The master was bound by the terms of his indenture to keep his apprentice at school. So the two forms of training went on simultaneously for several generations, each effective in its way,—general training through schools, industrial training through apprenticeship. The child and the youth were never out of touch with the actual school of life."

Still the school was a training for the children of parents of like education and compulsory attendance had not yet forced in the backward child nor the child of ignorance and poverty.

If we compare these conditions with those of our own time we find first: our schools have become thoroughly democratic; second, from very force of numbers the class or grade has supplanted the individual; and third, the school work is no longer supplemented by practical work with the hands. These three differences carry with them far-reaching consequences.

The old school tended toward a college preparation for the children of educated parents. The modern crowded city school is to provide a training for every race and for the children of parents, probably not one-half of whom have had even a grammar school education as we understand it, and not one-tenth of whom have graduated from a high school. They represent every European nation, and all grades of uneducated peasant traditions. They represent every degree of mental capacity and physical development. Many through generations of practice have the capacity to work with their hands rather than with their minds. Poles, Austrians, Germans, Swedes, Russians, French and Italians, with numerous subdivisions, are thrown together with what results? First: the creation of a pure democracy which is one of our most valuable educational possessions. We have no other social system which approaches so nearly to our ideal of equal opportunity for all as does our common school. There every child measures himself with his fellows by a common standard and an equal chance. Second: in comparing the modern school organization with the old structure we find the grade stands largely in place of the individual. In the old ungraded school the work was much more individual and frequently the brightest pupils got the best efforts of the teacher. By very force of numbers, we must supplant individual work by groups of individuals of the same approximate capacity, and the progress of the new school depends greatly on the correctness of classification in grades fitting their abilities. The point to enforce is that the crowded city school cannot hope for the same degree of success unless the average grading not only fits the abilities but meets the peculiar requirements of its individuals as closely as did the old school. The third characteristic of the modern school to especially note is that it has until quite recently followed the old cultural traditions, despite its separation from real manual work. That is to state it broadly our schools in the best sense are aiming to develop the mental faculties with little thought of the use they are to be put to. "From the beginning the purpose of our training has remained unchanged, to promote intelligence as a basis of citizenship. This ideal of pure learning, at first conceived in educating the parents of high intelligence, has maintained its hold unbroken upon subsequent generations," and there is at the present time no indication that our large schools will depart from it. Widely diffused intelligence, as the only safeguard of a free state, is more deeply rooted in our educational traditions than almost any other national ideal. But it is well to remember that it has its root in different conditions than those we are facing to-day and if later I shall plead for using it as an inspiration of allied lines of energy, it is not so much with an idea of abandoning it as of re-affirming it.

If we take the three dominating tendencies of our present common school system: first, its democracy; second, its carefully classified grade system; and third, its ideal of intellectual culture;

how can we best apply these controlling influences to the assimilation of a large mixed population?

Fortunately the healthy democratic spirit has prepared a soil for the particular planting which is well nigh ideal and it must be our greatest care to cherish and maintain it. We should thank God that what Dr Bushnell said is truer to-day than it was fifty years ago. "This great institution of the common schools is not only part of the state but is imperiously wanted as such for the common training of so many classes and conditions of people. There needs to be some place, where in early childhood they can be brought together and made acquainted with each other. . . . the children of the rich to feel the power, and do honor to the struggles of merit in the lowly, when it rises above them; the children of the poor to learn the force of benign merit, and feel the encouragement yielded by its blameless victories. Indeed no child can be said to be well trained, who has not met the children as they are, above him and below him in the seatings, plays and studies of the common schools."

It is difficult to attribute too much power to the social influence in our schools toward carrying its diversified population. Its influence has inspired on common grounds the intellectual training of races separated by ineradicable religious convictions and prejudices. It has made it possible for them to study not only in effective tolerance but often in mutual coöperation. So far therefore our school conditions are ideal in meeting the present requirements. To preserve their spirit of social equality it is only necessary to resist every effort to divide them on either class or sectarian lines.

We found the old-fashioned education in part succeeded because it admitted of a high degree of individual training. If the crowded city school expects to meet with an equal degree of success it must classify its grades so that it will meet the peculiar individual needs. And first among these needs are special classes for non-English speaking pupils and special coaching classes for backward children. Of equal importance are classes for the mentally deficient and the incorrigibles which will give them a real opportunity and prevent their corrupting the healthy children. These special classes are quite as necessary to further the work of the normal child as that of the abnormal because the regular grades cannot carry such pupils without neglecting the efficient and healthy ones. So too it is poor educational economy to try to give a training adapted to the normal child, to a child incapable of receiving it by usual methods. Opinions will differ as to whether such work should be done by special teachers working in the grades or by segregating these unclassifiable children. Motives of economy as well as the general practice will indicate the latter course. All experts agree as to the necessity for such special grades and practical experiments have demonstrated their efficiency. For the confirmed truant

and incorrigible boy as well as for the actually mentally deficient child one or more towns could unite in conducting such institutions or classes where it would be impossible for a district or a community alone to do so.

The ideal we are aiming at is to make the classification of the grades so exact that they will meet the individual needs as closely as did the best type of small ungraded school. We can only approach its efficiency by duplicating its individual work.

We come now to the third point of our inheritance of cultural traditions, minus their old time accompaniment of practical work. These traditions had their birth in the character and occupation of our forefathers. But if the founders of our nation idealized intelligence as the only safe foundation of citizenship, is it not just as important for us to insist on intelligence as the only effectual foundation for industrial efficiency? And if the state has its industrial efficiency truly at heart in no way can it more legitimately further this advance than in looking to the character of its industrial workers. It is just here as it seems to me that our schools fail most radically. And they fail because there is no real connection between the pupils' school life and the life of daily work they are going to lead.

Let us trace the course through our schools of the average child of foreign uneducated parents. And though for simplicity's sake we illustrate a class by an individual I am sure you will recognize the experience of thousands of foreign-born school children as well as that of a smaller class of slowly developing native children.

The child enters school to find himself dazed by all of the confusion of a foreign tongue and alien habits. If the school is properly graded he is first placed in a class for non-English speaking pupils and as soon as he has acquired a working knowledge of English he is put as nearly as possible in his proper grade. The average child has lost anywhere from six months to a year in this process and when he can finally do average grade work he is older than his class-mates and yet not their mental equal. If the school has not provided special classes for foreigners he strives under a heavy handicap to acquire some English and still maintain his grade. The unfortunate teacher who tries to carry him along can only do so by sacrificing the upper half of the class. At the age when it is important to lay the foundation of a few simple clearly understood ideas his habits of thought are confused and hazy and he of course loses his interest in that over which he has only a half mastery. It takes him longer to get well established on his feet, i e to be able to read and write, than the average child of native-born parents. When he has finally learned enough to keep up with regular grade work he is from ten to twelve years old. What has gone before was slow and educationally expensive but it had to be done at any cost and while improved manual methods may hasten his progress by stimulating the pupil's interest in his work they

cannot radically change its direction. He gets little assistance or sympathy at home where the influences of illiteracy combined with those of the street are stronger than the cultural tendencies of the school. What he lacks is interest in his studies and what he wants is a chance to express himself with his hands as well as with his brain, and there lies the real opportunity of the school. Instead of recognizing its chance various mental disciplinary experiments are tried to awaken his intelligence. In some schools he is denied promotion except for actual ability demonstrated which is the only way to keep up the standard of your grades, but it cannot save a dying interest and the child is left hopelessly behind his age. In other schools he is promoted beyond his ability in the hope of stimulating his interest; sometimes I think because the teacher feels she can do no more for him, another crop of similar cases is coming on and she had best pass him along. In either case it is a choice of evils for by the time the child is fourteen years old the school has lost its opportunity and either the child or the parents or both have hopelessly lost their interest.

That I am not exaggerating or over-stating this condition is proven by a special investigation which was made in Massachusetts in 1906. The cases of 25,000 children were studied and it was found that of the children at work between the ages of fourteen and sixteen only one-sixth had graduated from grammar schools over one-half had not passed a seventh grade and one-quarter had not completed a sixth grade. This means in brief that the average schooling of the future worker of the country is measured by the sixth grade. There are many cases perhaps one-third to one-half in which the parents could not have afforded to keep the child longer in school, but in fully one-half of the cases it will be found that the child was more anxious to leave than the parents to have him: either he had reached the limit of his mental development or the school had failed to understand his case. Of course it is characteristic of our American life to feel impatient of restraints and to seek any short cut that seems to lead to wider liberty. It is not necessary for our present purposes to know whether the child or the parents insisted on the change. The important point to remember is that at between a sixth and seventh grade his chances for a freer and broader mental view are restricted and as we will see in a majority of cases closed. And what then becomes of him? The old apprenticeship system which taught all branches of trade has practically disappeared and cannot be revived. In a modern factory the whole of its machinery is supplanted every generation by improved machinery. Consequently the experience of the master worker of the day is not as essential to the beginner as it was when the skill and traditions of a trade were handed down from father to son. Necessarily with the development of the modern factory system the apprenticeship training has waned and nearly disappeared. On the other hand the occupations which are open to

children have decreased in number and character as automatic machinery has taken the place of many of the simpler operations, and when the boy or girl leaves school he finds small choice and few developing occupations.

There are first those juvenile employments which are temporary in their nature such as those of cash-girls, messenger-boys, news-boys, and of the varieties of errand work in offices and stores, and a similar class of helpers in mills. They are positions which do not in themselves give a training for higher places and are only stop-gaps until a maturer age is reached. They offer peculiar dangers from lack of discipline and restraint as the experience of every juvenile court will show.

This is particularly true of the messenger and news-boys on the streets and young girls in the big department stores.

There is another group of unskilled industries "where the work consists of the repetition of a single, simple operation, easily learned in a short time, and in which the knowledge of one process is not essential to that of another." It does not often open the door of a higher branch in the same industry or give a general trade training. There is danger of the work being done under a pressure adapted to adult workers and therefore likely to arrest the child's mental and physical development. Such employment under careful supervision may be beneficial to the child and economical to the factory, but I am afraid the child's benefit is too often sacrificed to the factory's shortsighted economy; for thereby the product is deteriorated and a future efficient worker is made an inefficient one.

There is a third group of skilled industries, which is being more and more closed to children under sixteen years of age, where the work requires some training, and offers wider opportunities for advancement from its more general nature, but in many cases it requires more maturity or more sense of responsibility than children of fourteen possess.

The point that I am trying to impress is that the only callings which are open to children of fourteen are purely temporary in their nature or are the repetition of a single simple operation performed under pressure. Neither type offers a general training or development while both types are subject to serious drawbacks. The boy or girl obtains slight training in his work and there are few practical apprenticeships open to him. He has freed himself from the restraints of the school to find restraints put upon his productive ability, as well as upon his mental and moral development and the result is most interesting to note. Even with the two years start in time gained by the child who leaves school from the sixth grade he is passed in wage-earning ability before he has reached twenty-one by the child who has stayed to finish his grammar school course. This is fully proven in the Massachusetts investigation, and is a significant fact to bear in mind. It does not

of course necessarily mean that if this class of children had stayed in school two years longer they would have also commanded a higher wage, but it does show that the two years at work between fourteen and sixteen have not made for increased productive ability after maturity and have in fact permanently limited the child's chance of higher employment and a wider outlook.

Those of you who have had to do with night schools are well acquainted with the next glimpse you get of the half-educated boy of the better sort. By the time he is eighteen or twenty he begins to realize that he is being left behind by the better educated pupil and turns to the night school and eagerly seizes any course which will open up to him a training for a higher position. He is no longer forced to take the cultural courses and he doesn't. Those opportunities appeal most strongly which are directly connected with trade; dress-making and sewing, bookkeeping, typewriting and stenography, mechanical drawing, and mechanical courses are chosen. The time is very limited, the work superficial, and perhaps half done, but there is a determined effort to make up for the opportunity lost through lack of proper training not available at an earlier age.

Perhaps I may seem to you to have taken but one and that not a large class of inefficient pupils, yet I beg of you to remember that one-half of the children leaving the grammar school to go to work leave between the sixth and seventh grades. This does not of course mean that one-half of the grammar school pupils leave at that stage but it does show that one-half of the children found at work had not gone beyond a sixth grade. They have learned to read, to write in a way, to spell indifferently, to figure inaccurately, and have a smattering of some geography, history and English language, half taught in theory and scorned in practice. I do not quarrel so much with what they have learned, or failed to learn, as I do with the fact that they have missed the real value of their training and discipline which is found in habits of care, exactness, method and detail. These are the reading, writing and arithmetic of everyday life. These should become the simple efficient tools with which to direct and steady their minds by the work of their hands. Unlike their poorly digested ideas these forces of ingrained habit have a power of infinite production; for there is no laborer so poor or work so simple that he should not approach each task with a consciousness that he has a mind to direct his hands and tools not as a belt drives a machine, mechanically, but with a constant use of its reproductive power.

You cannot of course directly inculcate such inspiration and direction into the mind of a sixth grade boy but you can cultivate such habits of exact careful manual work that he will realize a direct connection between his mind and the task before him, between school and life.

Heretofore we have been considering those pupils who left school from a seventh grade or below, but how large a per cent is there in the upper grammar grades of a crowded city school whose minds do not respond to teaching by a real increase of mental efficiency. I should say that the school fails to hold 25% of its pupils, and perhaps a larger number, to a point where their training has become power, which they can reproduce in mental efficiency. There is a smaller number in whom the school has made for a decided increase in unhappiness in so far as it has created a false idea of the value of ineffectual mental training. We see perhaps no more pathetic spectacle in our schools than the heroic sacrifices of some parents to keep children in school who are failing pitifully to appreciate the meaning of the privilege offered. On the parent's part it generally comes from the feeling that schooling of itself, an opportunity they missed, is going to save their children from the toil and drudgery which has been their portion. On the children's part, failing to grasp any connection between intelligence and manual efficiency, they hold in light esteem what has cost them no sacrifice and will bring them no material return. Are we perhaps beginning to realize that in failing to connect the two we have left out the most important part of the old-style training which we are still harping on as ideal?

It is so much to the point that I cannot refrain from quoting from President Roosevelt's last message:—"Our school system is gravely defective in so far as it puts a premium upon mere literary training and tends therefore to train the boy away from the farm and the workshop. Nothing is more needed than the best type of industrial school, the school for mechanical industries in the city, the school for practically teaching agriculture in the country. The calling of the skilled tiller of the soil, the calling of the skilled mechanic should alike be recognized as professions just as emphatically as the callings of lawyer, doctor, merchant or clerk. The schools should recognize this fact and it should equally be recognized in popular opinion. . . . It should be one of our prime objects to place both the farmer and the mechanic on a higher plane of efficiency and reward so as to increase their effectiveness in the economic world and therefore the dignity, the remuneration and the power of their positions in the social world."

The last legislature did recognize the need for industrial training. They authorized the establishment of two schools in the state which should be open to no child who was not a graduate of an eighth grade unless he was over fourteen years. The bill as at first introduced permitted children of twelve to enter but labor influences were brought to bear which resulted in making them schools for the training of a limited class of pupils of high school grade. In effect our law-maker said, "We recognize your need and as a start we will try two schools which shall be open only to the more capable and those who are best able to help themselves." If

their idea was the creation of a technical school for the training of experts and superintendents the direction of legislation was correct. Also they were correct in insisting on some maturity and special ability if it were intended to make these out-and-out trade schools for the teaching of specific trades. But neither the educational problem nor the industrial one can be solved by working from the top downward. To create manual intelligence (to use a mixed phrase), and to train for industrial efficiency, we must begin at the bottom and work upward. You must reach the large proportion of your whole school attendants who are going to close their way to future progress by leaving school from the sixth grade. A school for eighth grade children and those over fourteen years of age will serve a very useful purpose in a position parallel to a high school, but it will come too late to save the dying interest of the sixth grade child and it will not prevent the fearful waste of children now going on in the juvenile and low grade employments. If my picture has been true to life and my reasoning therefrom correct the soil must be prepared as soon as the child has learned to read and write and must take definite direction by the time he has reached an average of twelve years.

My general proposition is in brief, that an education should be provided by which mental exercises shall be connected at every stage with practical work with the hands, suitable to the physical and mental development of the child. In the elementary grade this will necessarily be slight. In the intermediate classes good manual courses such as are already found in the more advanced schools are sufficient. The industrial training cannot be the predominating discipline until about a sixth grade is reached. Even then it should be balanced by courses in English, mathematics, and the elementary sciences, and should be designed especially for those at this age who either have not the capacity, the inclination, or the means to go further with a general intellectual course.

One-half of those who go to work now leave from a sixth grade. If only one-quarter of these could be given a wider opportunity by industrial courses more would be reached than by a trade school at any later period. But begin to give a definite direction to the industrial training only when there seems to be a strong improbability of the cultural training being carried further.

There are three objections to this general proposition, which must be met before we close. First:—the labor unions are frankly opposed to any system of apprenticeship or training which will tend to increase the number of skilled workers in any trade. The objection is frankly made and must be frankly answered. It is based partly on a misconception of the purpose of such training as we hope to give and partly, as I believe, on a mistaken policy of the labor leaders.

If it were proposed to give mature workers free what it has cost skilled workmen years of personal sacrifice to acquire, the labor

unions would have some grounds for their apprehension, grounds which do not exist in the attempt to arouse the attention and hold the interest of children so that they will learn the connection between intelligence and manual work. If the attempt succeeds there will certainly be more and better workers but they will not cheapen labor. For such training as I have outlined would not make a sixth or seventh grade child directly into a skilled workman. That would be as undesirable for the child's interest as it would be impossible for the school to accomplish. "Only the actual and varied experience of work done on a commercial scale can make a skilled printer, weaver, spinner, carpenter, or mechanic." And only years can produce the maturity which brings with it sufficient sense of responsibility to be entrusted with the complicated machinery operated by skilled workmen. "The conceit which makes a business college graduate say, 'I am a business man, I am a skilled bookkeeper and typewriter,' tends not only to deterioration in skill but to general want of intelligence." We do not wish to duplicate the work of the business colleges, which are attempting to build without foundations. We want to lay a sure foundation, of which the corner-stone would be the principle. Intelligence is as necessary to manual labor as it is to brain work. We cannot accomplish this by any short cuts to skilled positions, but we can save two years to those pupils who having preëminently the capacity to work with their hands are kept in a school which makes little impression on their brains. Also we can help those who leave school from the early classes and waste two years at ineffective work. We believe that it is possible to develop a more real connection between labor and intelligence than our present system does and we would try to show that this manual or industrial intelligence can be made the foundation for greater efficiency and greater happiness; but such wider vision cannot be acquired quickly and cheaply at the expense of skilled labor. "It must be gained in connection with a general system of education into which it should enter as an integral part from the beginning."

Nothing can more dignify labor than the showing that it can lead to practical efficient intelligence and nothing can more debase it than the effort to reduce it to a common plane of mediocre or average ability.

There is the root of the whole objection and I do not wish to dodge the issue. If the labor unions wish to put a premium on ignorant and inefficient labor at the expense of the more skilled and intelligent these schools will not help them; but if they wish to raise the intelligence of all labor and obtain higher wages for such efficiency, these schools will benefit them. The attempt to degrade labor by paying the same price for inefficiency as for efficiency may for a time succeed in raising the wages of the incompetent at the expense of the competent workmen; but just as surely as it deteriorates the product and increases the cost it will in the long

run kill itself by competition with conditions where the intelligent and efficient man earns his reward.

Intimately connected with the above objection is the problem of what the laboring man is going to do with his children if he denies them a fair chance.

On the side of organized labor there is a strong pressure to prevent the employment of children until they are over sixteen years of age. The increase of automatic machinery is tending to reduce the chances for a training which offers development as well as profit. Therefore if we forbid their employment we must decide between keeping the children in school until they are sixteen years old or of leaving them in idleness. If we keep them in schools of our present type of education it means inevitably that industry must continue to depend on emigration or else the schools must seriously tackle the problem of training a class of workers whose industrial intelligence will make them worth more than the uneducated emigrant. Certainly the latter course is devoutly to be hoped for. But the issue ought to be clearly drawn and the responsibility put on labor unions of deciding whether they prefer to put their children in a position of advantage or to make them compete with the emigrant with chances just at present somewhat in favor of the latter.

Why should the state contribute more largely to industrial training than to our present system? When the common school was founded, local taxes and local government were paramount and state taxes as well as state government of minor importance. So too the sons of the soil remained more firmly planted in the community which had reared them and where their interests lay. In time they made a return more or less directly to the particular locality which had given them a free education. As time had gone on and parallel with the extension of our industrial organization the functions of the central government have become of relatively more importance than the local government, and primarily because industry depended not on the local community as did the farm but upon the whole people the aggregate of its several communities. Now all the transportation and public service corporations which pay two-thirds of the central or state taxes have a slight claim upon the individual communities but a large one upon the state. Looking at it in a broad way the industrial efficiency of its citizens contributes to the prosperity of the whole state and not in any exact degree which can be measured by taxes to the particular community in which they dwell.

Our present system grew up largely on local taxation because it was the easiest to collect and the return was in a way enjoyed by the locality. For like reasons the state most easily defrays most of its expenses by taxes on industry and should make a return to be used for the education of the labor employed.

A third objection that such training as we have proposed would tend to make a machine of the child has little force. By all means I should urge carrying the cultural courses as far as the pupil's mental capacity can receive them and as long as his interest can be sustained. When his mental development has reached its limit or his interest is gone and it is a question between an employment that retards his future progress and an industrial training that makes a wider opportunity possible by all means choose the latter.

Train the mind and the character to the furthest limit possible but do not forget that character-building is inseparably linked with action.

ADDRESS BY C N HALL OF NEW MILFORD

WHAT CAN THE LEGISLATURE DO TO HELP THE SCHOOLS OF THE SMALLER TOWNS

The need of legislation which shall correct certain evils in the school management of the smaller towns is so evident to every intelligent observer that we may well wonder—as visitors from other states do—that such legislation was not long since enacted; indeed the evils aimed at are so apparent and injurious that it may reasonably be asked why they have not been corrected voluntarily by the towns without need of compelling legislation.

Admitting the existence of certain defects or evils which seem at present inherent in the small town schools there still arises in some minds the question as to whether or not the state is justified in interfering with local self-government; for local self-government has long been sacred to Connecticut citizens; and we recognize the fact that local self-government should be left to itself just so long as it is adequate to the emergency and just so long as the subjects with which it deals are purely local in nature and local in results.

We have found that the towns left to themselves do not construct good roads and that bad roads are an injury to the state. We have found that the towns do not always deal wisely or adequately with dangerous unsanitary conditions or with threatened epidemics and we know that such epidemics unchecked become a menace to the commonwealth. We find that the towns cannot always deal adequately with riot and insurrection and we know that these are likely to become dangerous to society at large. We do not hesitate to ask aid of the state in the matter of pure food and in the proper care of livestock. All these are matters in which local self-government is inadequate or in which it is negligent and all these are matters whose nature and results are not local but widespread.

How much more important than good roads it is to have good schoolhouses. No epidemic can be so dangerous as widespread

ignorance. Riot and insurrection can hardly exist in the same state with universal education. Much more important than pure food is right teaching. Much more important than the care of livestock is the care and training of children.

The public school can never be local in its results but exerts its influence far beyond the borders of its own town and one town neglecting the education and training of its children spreads ignorance illiteracy pauperism and crime throughout the state. Statesmen (but not politicians) are agreed that the first and greatest business of any government is the education of its children; that done all other functions of government will be attended to without trouble.

Admitting then that defects and evils exist in the small town schools and admitting as we must that the town which neglects its schools is a public enemy, the need of remedial legislation is apparent. The only question is;—What shape shall such legislation assume?

Our present consideration will be limited to:

1 Need of town management of schools
2 Need of skilled supervision of schools
3 Need of more competent teachers and better wages
4 Need of decent schoolhouses

For the purposes of this discussion the term small towns will be considered as applying to all towns with a population of 10,000 or less and to no others.

1 Need of town management of schools

The parent of all evil in the schools of the small towns is the district system,—a system long outgrown, a breeder of discord, a promoter of financial stinginess, the essence of misrule, legislated out of existence in all other states, and surviving in Connecticut only, a blot upon the educational system of our state.

All the features of the district plan are bad. The worst are these:—

lack of any definite system
excessive number of school officers
neglect of school buildings
negligence in securing competent teachers
incompetent pay of teachers
impossibility of the best supervision

There can be no definite school system in the district managed small town. Each little district is a principality in itself, mismanaged without reference to the schools of the town as a whole. Each district committee is an autocrat, usually not especially interested in schools, very seldom with any expert knowledge of school management or school needs, and frequently at variance with the board of school visitors. The actual visiting or supervision is delegated to one or more of the board of school visitors and since in many towns this board meets but once a year there is no opportu-

nity for exchange of views and experiences or discussion of needed action.

In such towns it often happens that no one person knows who is teaching in all the schools or whether all the schools are in session. In a town of ten districts there are ten committee-men and a board of visitors of say nine, nineteen school officers, ten of whom are working independently of each other, often at variance with each other, and with no official organization or head. It is unnecessary to argue that system is impossible under such conditions.

The neglect of school buildings is inherent in the district system, partly because no one has sufficient interest to make the constant minor repairs necessary to good maintenance; partly because large repairs and new buildings must be paid for by district tax, and this fact together with the cost of running lines, assessing and collecting the tax, prevents any action. Almost without exception the school buildings of district towns are in poor repair as compared with those under town management. In many instances the schoolhouses are utterly unfit for human occupancy. Unsuitable school buildings could exist under town management but seldom do.

There is no selection of teachers in the average district managed town. The committee-man hires the teachers and usually knows little or nothing as to the special needs of the school. The hiring is delayed until the last moment in an effort to secure any teacher at the lowest possible salary rather than to pay the highest possible salary for the best teacher. Very often the committee has a relative who wishes to teach. Often it is made a condition of employment that the teacher shall board with the family of the committee. In one district the teacher refused to board at the home of the committee-man as it was not a fit place and was forced to resign. In one district the present year the committee notified the teacher that she must board at his house or resign. In one district there was a contest for the office and the friends of one candidate brought a keg of beer to the annual meeting and elected their man; this man hired a relative, a young man, who sat at his desk and smoked a clay pipe during school hours.

As to wages the district system puts a premium upon parsimony. In one district a teacher was paid seven dollars a week, and out of this must pay her board and transportation and furnish the fuel and incidentals for the school. In many districts the teachers are paid $6.50 to $8.00 a week and required to pay out of that sum all the running expenses such as fuel, new window glass, broom and water pail, etc. It is true that some earnest faithful competent teachers are employed in district towns and there are some competent and interested committee-men, but as a rule fitness for the position and adequate pay are not the foremost considerations taken into account by the average district committee in securing a teacher.

Supervision there may be but the best supervision is impossible in the district managed towns, for although a supervisor may be employed he will find his best efforts rendered futile in part by the fact that the district committees hire the teachers and thus control the one vital function without which the supervisor can have little power to improve the schools.

These are a few of the evils inseparable from the district plan.

Our remedy is: an act compelling the adoption of town management of schools in all these towns not later than July, 1910;—this change to be brought about in accordance with the provisions of the law already existing. Such legislation would remove a great disgrace from our state, put no undue burden of expense on anyone and mark a long step forward in school management.

2 Need of skilled supervision of schools

The necessity of skilled oversight or supervision is fully recognized in every department of government, every line of employed human effort, aside from the public schools; and in this the smaller towns have been and are extremely negligent.

The acting school visitors of the state, many of whom are here to-day, will admit this. These are usually the best citizens in their respective communities, self-sacrificing, earnest, and interested in public education, doing their work without adequate reward of any kind; but as a rule the acting visitor is not a professional educator, and these men will be the first to admit that their work is not in the nature of skilled supervision, and that such skilled supervision is lacking just where it is most needed, in the smaller towns.

Our remedy is the compulsory adoption of skilled supervision by all towns either singly or in supervision districts,—if in districts, the towns forming any district to be adjoining towns, the supervisor to become a resident of the district.

3 Need of better teachers and more adequate pay for teachers

It has already been shown that in many towns competence and fitness are not greatly taken into account in the selection of teachers. The ties of relationship, neighborhood entanglements, personal prejudice, petty local politics, all are influential factors in a selection of teachers in very many schools. There are to-day many schools in charge of teachers, themselves untaught untrained and unfit,—schools worse than useless, positively injurious. Much of this would disappear with the abolition of the old district plan and the universal adoption of supervision but so long as any local consideration whatsoever is permitted to influence the selection of teachers, so long we shall have incompetent teachers.

Our remedy would be an act providing that all new teachers (beginners) employed on and after a certain date must hold state certificates, revokable at discretion. This would do no injustice to teachers already employed, but would raise greatly the standard of education and fitness. Of course there are teachers who are educationally fit and who can easily earn a state certificate but who

are not by nature intended to teach and will inevitably fail. No expedient can guard against these and these are gradually eliminated by a natural process. But granting that of every one hundred failures fifty are so because of deficient education, then this requirement would eliminate fifty incompetents in every hundred; surely a desirable safeguard.

If teachers are to be more competent they must be better paid. At present in very many of the smaller towns teachers are more poorly paid than office workers, factory workers, or house servants. When teachers are receiving six-fifty to eight dollars a week for thirty-six or forty weeks of the year only, always paying their own living expenses, and in many cases as already shown paying the running expenses of the school, out of the salary received, it is evident that an increase of pay must accompany any attempt to improve the service.

It is more than probable that a legislative act raising the standard of education qualification for teachers will as an immediate result raise also the standard of pay for teachers in obedience with the universal law of supply and demand. Moreover the average attendance grant is already having an effect in higher wages for teachers, and will in time accomplish much more in that direction.

4 Need of decent schoolhouses

No one who has not travelled through the smaller towns and visited all the outlying schools in such towns can have any conception of the disgraceful condition of many schoolhouses. In theory we all hold that the schoolhouse should be the most attractive, the best designed, the most carefully kept edifice in the community. Aside from any purely sentimental considerations the attractive schoolhouse has a definite dollars and cents value to the community in which it stands and a much higher than money value as an object lesson in, and promoter of, good citizenship. But over against this theory we must set the fact that there are many schoolhouses to which self-respecting parents should never be asked to send their children; schoolhouses so poorly designed and so out of repair that sheep and cattle would suffer from the cold if kept there during the winter: schoolhouses in and about which less attention is paid to health and sanitation than would be expected in a well-constructed stock barn.

Much of this shameful condition is due to the district system as already explained. Some of it is due to a wholly mean spirit of false economy and to sheer negligence. It is a condition which demands a remedy and the remedy proposed is this:—

Such legislative enactment as shall enable the state to pay one-half the cost of new schoolhouses to take the place of present inadequate and unfit buildings, provided,—that each new schoolhouse so built and paid for shall be so designed and located as to

take the place of at least two present schoolhouses. This plan is approved by the secretary of the state board of education and is a most practicable solution of many school problems.

The smaller towns suffer not only from neglected schoolhouses but also from too many schoolhouses. In very many of these towns schools are maintained with from five to ten pupils each, too few for an efficient school with the result that in such schools little attention is paid to the qualifications of the teachers and the cost of schooling for each child is excessive. Moreover many of these towns are finding great difficulty in obtaining teachers and the elimination of the unneeded schools will simplify this problem. Better schoolhouses, larger schools, better instruction, a higher citizenship would inevitably follow such a plan.

To sum up our needs we want compulsory adoption of town management, compulsory employment of skilled supervision, a minimum educational requirement for teachers, state aid in the construction of schoolhouses under certain conditions.

You who are here to-day are the guardians of the public schools of Connecticut. Teachers, principals and superintendents can labor in the field of public education only as you direct, and as you supply the means.

We realize fully and fully appreciate the worth of the earnest self sacrificing teachers of our state; those who work for the work's sake and there are many such. We honor the town school officers who give so freely of their time and effort in the cause and there are many such, but beyond this is the unassailable truth that in no other state do the common schools suffer so greatly from the evils of purely local control.

We have districts and towns in which no effort is made toward better schools or even toward good schools. We have schoolhouses unfit for children to enter. We have some teachers, uneducated, untrained, and worse, unfitted by nature, for this profession. We have the remnants of an inadequate, wasteful, vicious district system. We have a lack of skilled supervision. Our teachers are, too many of them, underpaid.

These conditions will never be corrected until some authority wholly free from local considerations is given power to correct them; and this must come through some enlightened public spirited legislature. It is for you who love the public schools of Connecticut to bring this about.

This association should represent the very best citizenship of every town in Connecticut; its influence should be great,—irresistible indeed, and such school legislation as it asks for through its legislative committee should be insisted upon and secured. Acting thus our association can become a very great power for good in this state.

ADDRESS BY F W PECK OF LITCHFIELD

SHALL WE HAVE TRAINED SUPERVISION IN OUR PUBLIC SCHOOLS

It is taken for granted that the question which forms the title of this paper refers to the rural schools of the state, the city schools being already well provided for in that respect.

Had this paper been prepared for the consideration of those who needed argument to convince them of the desirability of trained supervision in our public schools much might have been said which for the present will be omitted. Probably there is not a person present who is not already in favor of such supervision, and probably, if the usual arguments were presented, such for instance as the benefits to be derived in uniform standards of teaching in the different schools of the town and state, the unspoken thought in the minds of many would be how much better they themselves could have done had they been in my place.

For this reason after briefly outlining the subject, the emphasis of the paper will be mainly on the weak points in the trained supervision idea.

In order to have the matter clearly before us we may note the progressive steps already taken in our state in this matter;—the old order being the division of the towns into school districts; a district committee being in entire charge of each district; such district being independent of the other districts of the town, subject only to the general laws of the town and state.

In 1866 a law was passed allowing the towns to do away with the district system, and form one consolidated district for each town. In 1886 a law was enacted permitting school boards to employ a superintendent of schools. In 1903 another law was made effective allowing two or more towns to form a supervision district, under certain conditions, and also making it possible for some of the small towns to have proper supervision. These are our laws in this state to-day. In the natural order of events when a majority of the towns in the state employ a superintendent it will be easy to pass a law making it obligatory upon all towns to do so. This is as it should be, but there are difficulties to be met and the remainder of this paper will deal mainly with these. Perhaps it might be supposed that a serious difficulty would lie in the native conservatism of the voting population of our country towns,—an unwillingness to introduce anything that would have a tendency to lessen local authority. While this may have weight, and rightly should, the only objection to the employment of a superintendent given me by representative citizens of our town, is the difficulty of securing a proper man for the place. There are quite a number of persons willing to be superintendents. There are a much smaller number who give good satisfaction. Those who have done poorly have given the foundation for such objections. There is also an objection in the possible over-supervision of schools. Perhaps theoretically

the reducing of the school system of the state to an educational machine, where the superintendent is kept up to the mark by the state superintendent, and where the teacher simply works out the ideas of those higher up, may be interesting, but such a machine would have many drawbacks and one of them is poor teaching. The responsibility and initiative of the teacher must not be encroached upon by the superintendent.

A superintendent to do effective work must reside within reasonable distance of his field of labor. One superintendent that I know of visits a certain town at regular intervals. He spends half of a day reaching the town, visits schools part of one afternoon, and the next morning, takes half of a day to reach home. He is a good man, but his visiting schools amounts chiefly in warming his hands by the fire, asking after the health of the teacher, and starting for the next school. One half his time is spent travelling to and from the town. This makes too much waste time for effective work.

Other states have their educational troubles, and it may be worth our while to see how they are doing before discussing our own. Massachusetts has had an experience similar to ours. We seem to be following in her footsteps. Her present system includes supervision districts like ours but obligatory upon all towns. The superintendents must have educational qualifications sufficient to obtain a superintendent's certificate from the state. The school boards of the supervision district may elect anyone having such certificate. All are under the state superintendent.

In New Jersey there is a state superintendent who appoints county superintendents.

Perhaps the state with the most elaborate system is New York, and there they are not satisfied. The school district is the element of the system. Several districts are grouped into commissioner districts, with a school commissioner in charge of each. This school commissioner is responsible to the state commissioner of education, who is the active member of the board of regents,—the board of regents being the official head of the university of the state of New York. This system is not altogether satisfactory because the work of the school commissioners in the rural districts is often poor. To meet this the following measure is advocated by Dr Draper, the state commissioner of education:—

That the supervision district be made smaller.

That the office of school commissioner be abolished, and that of school superintendent for smaller districts be created.

That definite professional qualifications for district superintendent be fixed.

That a superintendent must devote his entire time to his school duties.

The difficulties in these other states which have been met are;

How to select good well qualified superintendents.

The keeping of politics out of the whole matter.

The planning of a suitable number of schools for the superintendent to have charge of in order to secure the best results.

As to the methods found most efficient in overcoming these difficulties;—in order to secure a better grade of superintendents it has been found necessary to require in them definite educational qualifications, combined with a stated amount of successful teaching experience. This may still leave something to be desired, but it is by far the best available method. In order to keep politics out of their selection superintendents are chosen by the local boards from those made eligible by having met the educational requirements of the state. This does away with the need of a superintendent maintaining a popularity among the voters, to secure an election, and also with the favoritism made possible by the appointment of the superintendents by a state superintendent.

As to the amount of work to apportion a superintendent it should be such as to occupy his entire time, but not so extensive as to keep him from doing thorough work. To these problems I would add the danger of over-supervision. Not long ago a gentleman well acquainted with school life in a state where trained supervision has been carried on some years, visited the schools of Litchfield, and expressed surprise at the high standard of efficiency shown by the teachers in the district schools, stating that the teaching was much better than in similar schools with which he was familiar. His reason given was that the teacher here feels greater responsibility for her own work. She does not have everything worked out for her. A teacher to do good work must do her own thinking and planning. She often needs advice and encouragement, rarely dictation.

One weak place in the New York law is the emphasis laid upon uniform examinations. It is very nice to say that children having passed the examinations of a certain grade in one district may enter any school in the state at the same grade, but the trouble comes that in the weaker schools all the effort is given to fitting the children for the state examinations, not in giving them an understanding of the subject. This is not the place to argue as to the value of examinations in estimating the knowledge of the pupils, but at least they should not be made the basis of promotion by state law.

Our ancestors came to these shores filled with a great desire to worship according to their own conscience, and they held the establishment of a school system and the planting of churches as of the most serious importance in their system of government. While we trust that our school system has advanced since their day yet to-day there is a seeming lack of appreciation of the importance of educational work among a certain class of our public. In some quarters it amounts almost to a lack of confidence in those who are in authority in our school system;—a feeling as if politics and political influence occupied altogether too large a place in the

matter. If something new is proposed it is considered as simply another move to centralize power by political methods.

We should first of all deepen our own sense of responsibility as school boards for the proper education of all the children of our country towns, and we should strive to bring the public to a better understanding of the importance of the subject.

The part that trained supervision of schools should have is important. In the olden time all that was necessary in the public schools was the teaching of a reasonable amount of reading, writing, and arithmetic, together with sufficient discipline to keep fair order in the schools. To-day a child to have an ordinary education must not only have the old fundamentals but must know something of science, history, and language. Then too an increasing number are passing from public schools, through the high school, to college.

In order to meet the demand of the times we must provide schools well equipped for the work. Methods of teaching are being constantly improved. No layman whose time and attention must be devoted to other pursuits can undertake to advise teachers on these matters. Trained supervision is absolutely necessary if our school system is to meet modern standards. To this there can be no question, but in urging forward this movement let us do so with an understanding of the difficulties to be met, and let the character of our efforts be unquestionable and sincere.

THE RELATIONSHIP OF THE SCHOOL BOARD TO THE SUPERINTENDENT

BY H A ROBERTS M D SHELTON

Upon the attitude a school board takes towards its superintendent depends, to a very large extent, the worth of the school system. Unless sympathetic coöperation exists, no matter how efficient the superintendent, his labors will be ineffective. This relationship must be based upon unity of purpose. It must have proper respect for the rights of all. It must express mutual sympathetic helpfulness.

I cannot bear down too hard upon the fact that the school board and superintendent have a unity of purpose. The sole cause for the existence of the school board is to give every pupil the most education, in all lines, that the town or city can afford. This must ever be present in the minds of every member of the board. This conception of his office must show in his every act as a member of the board. When one realizes that the sole object of his official existence is for the benefit of the pupil, he immediately ceases to be a republican or a democrat, or partisan in any sense of the word; ceases to have any scheme of personal gain or advantage, but labors, solely, to do his duty to the pupil, regardless of all other interests. This must be the touchstone of his official life.

The superintendent, too, has this same object and this only in view. No superintendent would ever be employed by a school board were it not to make the most of each pupil. He, too, must put the same test to his every act. When both school board and superintendent keep this conception of their function and duty foremost in every endeavor what a power for good they may be! It stimulates the board to larger endeavors. It enables the superintendent to outdo and go beyond himself in his efforts to be of help to the school system. This unity of purpose when properly conceived becomes the solid foundation of our school system.

The relationship of the school board and superintendent should contain as far as possible elements of stability. It means much to a superintendent to know that his work is to continue over a period of time longer than a year. A tried superintendent should be elected for terms of not less than three years. It gives him a grasp of the schools and enables him to work out plans that he would not think of undertaking in one year. Again when his term of office expires if he is to be reëngaged, it should be done early in the year, that he may plan his work still further. This is in line with the statutes relative to the election of members of the board. If they must be elected for a term of three years, that their plans may become somewhat mature, before retirement, how much more that of a superintendent who has more in detail the plans for the conduct of the whole school system. A man might well hesitate to begin a very much needed reform, not knowing if his term of office would permit him to see it through.

This relationship must give proper recognition of the rights of each other. Human nature is ever prone to think individual rights are the only ones to consider. It is the duty of the board to attend to the business end of the school affairs and have the general oversight of the school system. Questions of policy and proper development should be brought before the board, and there definitely settled. Every decision arrived at ceases to be an individual decision or negation, and becomes the decision of the board, and should be treated as such by every member of the board. It is equally necessary that the superintendent treat all decisions of the board as final, for he is acting as their agent. If this acknowledgment of the rights of both board members and superintendent is kept in mind, it will be a very potent factor for success in our mutual work.

Right here let me clear the atmosphere of many a board's troubles. In the employment of teachers the superintendent must have a free hand. He should be given the right and it should be his duty to thoroughly post himself in regard to teachers for our schools—be given the time and paid his expenses in looking up teachers, visiting them and seeing them teach in the school room. This is based upon a proper recognition of the rights of the superintendent by the board. The board should never elect to the teaching force a teacher without the recommendation and nomination

of the superintendent, for it is he that must work with the teacher for the best interest of the pupils, and unless the two are in harmony with each other the best results are not obtained. Again no superintendent should nominate a teacher who is objectionable to the board. There may be reasons in the judgment of the board that render a teacher detrimental to the best interest of the schools, and these objections should be acknowledged by the superintendent. No board member should ever make it possible for a teacher to claim he had a "pull."

This recognition of the rights of all brings about a spirit of confidence between superintendent and board that is essential to our mutual success. It gives the superintendent confidence in the board and makes him perfectly free to lay all matters before the board. It gives the board confidence in the superintendent that he will keep them thoroughly in touch with the whole school system and this again reacts on the superintendent because he knows he will have the utmost support and backing of the board, and few boards realize the power for good to a superintendent of a consciousness, deep rooted and grounded, that he has the full support of the whole board back of him to the very last ditch. This brings me to the last point I wish to press—that of mutual helpfulness.

The superintendent can help the board in many ways—by keeping it conversant with the best methods of work in the management of the schools—by calling attention to the best appliances for school rooms—by exercising economy in expenditures—by showing where liberality will be most effectual. The board can help the superintendent by sending him to the leading gatherings of superintendents. This is especially helpful to the superintendent and I believe helps the board to a better grasp of its work and thus becomes of value to both. If these suggestions were carried out, the school boards would become more potent for good to the rising generation and the superintendent would have more than half the burden of life raised, enabling him to accomplish many things that he hardly dare dream of at present.

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Connecticut School Documents

No 3 — 1908

(WHOLE NUMBER [illegible])

Dates and places

OF

State teachers' examinations

LIST OF STATE TEACHERS' CERTIFICATES

MEMBERS

OF THE

State Board of Education

1908

ROLLIN S WOODRUFF *Governor*	New Haven
EVERETT J LAKE *Lieut-Governor*	Hartford
EDWARD D ROBBINS	Wethersfield
WILLIAM H PALMER	Norwich
GEORGE M CARRINGTON	Winsted
WILLIAM G SUMNER	New Haven

ASAHEL J WRIGHT *Chief clerk*

OFFICE

ROOM 42 CAPITOL Hartford

STATE TEACHERS' EXAMINATIONS

ORDER OF SUBJECTS

Elementary certificate

	First Day		*Second Day*	
A M	9.00 to 9.30	Spelling	A M 9.00 to 11.30	History and duties of citizenship
	9.30 to 10.30	Literature	11.30 to 12.30	Drawing (optional)
	10.30 to 12.30	Arithmetic	P M 1.30 to 2.30	Physiology
P M	1.30 to 2.30	Writing	2.30 to 5.00	Elementary science and geography
	2.30 to 3.30	Reading		
	3.30 to 5.00	Grammar		
	5.00 to 6.00	Music (optional)		

Statutory certificate

	First Day		*Second Day*	
A M	9.00 to 10.00	Spelling	A M 9.00 to 12.30	History and duties of citizenship
	10.00 to 12.30	Arithmetic	P M 1.30 to 3.00	Physiology
P M	1.30 to 2.30	Penmanship	3.00 to 5.00	Geography
	2.30 to 3.30	Reading		
	3.30 to 5.00	Grammar		

Examinations begin promptly at 9 o'clock.

The examinations will be held at the office of the state board of education, room 42, Capitol building, *on the last Friday and Saturday of each month,* and at other places as given below.

Special examinations will be arranged for any town at the request of the school officers.

The law now provides that a state certificate shall be accepted in place of the examination by local officers. Many towns require a state certificate.

Questions heretofore used and a document [scheme of state examinations] containing information in regard to the certificate will be sent upon request.

Address STATE BOARD OF EDUCATION
HARTFORD

DATES AND PLACES OF EXAMINATIONS IN 1908

JANUARY 24

New Britain, Normal school building

JANUARY 24 AND 25

Hartford, Room 42, Capitol building

FEBRUARY 12
Danbury, Normal school building

FEBRUARY 14
Danbury, Normal school building

FEBRUARY 19
Danbury, Normal school building

FEBRUARY 28 AND 29
Hartford, Room 42, Capitol building

MARCH 3 AND 4
Danbury, Normal school building

MARCH 11
Danbury, Normal school building

MARCH 18
Danbury, Normal school building

MARCH 27
New Britain, Normal school building

MARCH 27 AND 28
Hartford, Room 42, Capitol building

APRIL 8, 9 AND 10
New Haven, Normal school building

APRIL 24 AND 25
Hartford, Room 42, Capitol building

APRIL 29
Danbury, Normal school building

MAY 6
Danbury, Normal school building

MAY 20
Danbury, Normal school building

MAY 22 AND 23
Willimantic, Normal school building

MAY 25
Danbury, Normal school building

MAY 29 AND 30
Hartford, Room 42, Capitol building

MAY 29
New Britain, Normal school building

JUNE 3
Danbury, Normal school building

JUNE 5 AND 6
Willimantic, Normal school building

JUNE 16 AND 17
Danbury, Normal school building

JUNE 26 AND 27
New Milford, High school building
Hartford, Room 42, Capitol building

JULY 2 AND 3
Willimantic, Normal school building

JULY 17 AND 18
Hartford, Room 42, Capitol building
Waterbury, High school building
Winsted, West Winsted school building

JULY 24 AND 25
New London, Robert Bartlett school building
Hartford, Room 42, Capitol building

JULY 30 AND 31
Kent, Center school building
Norwich, Broadway school building

AUGUST 4 AND 5
Hartford, Room 42, Capitol building
Middletown, High school building

AUGUST 5 AND 6
Lakeville, Academy building
Willimantic, Normal school building
New Haven, Normal school building
Putnam, Israel Putnam school building.

AUGUST 7 AND 8
Rockville, High school building
South Norwalk, Franklin street school building
Colchester, Bacon Academy building

AUGUST 11 AND 12
Stafford, High school building

AUGUST 13 AND 14
Shelton, High school building

AUGUST 18 AND 19
Litchfield, High school building

the reducing of the school system of the state to an educational machine, where the superintendent is kept up to the mark by the state superintendent, and where the teacher simply works out the ideas of those higher up, may be interesting, but such a machine would have many drawbacks and one of them is poor teaching. The responsibility and initiative of the teacher must not be encroached upon by the superintendent.

A superintendent to do effective work must reside within reasonable distance of his field of labor. One superintendent that I know of visits a certain town at regular intervals. He spends half of a day reaching the town, visits schools part of one afternoon, and the next morning, takes half of a day to reach home. He is a good man, but his visiting schools amounts chiefly in warming his hands by the fire, asking after the health of the teacher, and starting for the next school. One half his time is spent travelling to and from the town. This makes too much waste time for effective work.

Other states have their educational troubles, and it may be worth our while to see how they are doing before discussing our own. Massachusetts has had an experience similar to ours. We seem to be following in her footsteps. Her present system includes supervision districts like ours but obligatory upon all towns. The superintendents must have educational qualifications sufficient to obtain a superintendent's certificate from the state. The school boards of the supervision district may elect anyone having such certificate. All are under the state superintendent.

In New Jersey there is a state superintendent who appoints county superintendents.

Perhaps the state with the most elaborate system is New York, and there they are not satisfied. The school district is the element of the system. Several districts are grouped into commissioner districts, with a school commissioner in charge of each. This school commissioner is responsible to the state commissioner of education, who is the active member of the board of regents,—the board of regents being the official head of the university of the state of New York. This system is not altogether satisfactory because the work of the school commissioners in the rural districts is often poor. To meet this the following measure is advocated by Dr Draper, the state commissioner of education:—

That the supervision district be made smaller.

That the office of school commissioner be abolished, and that of school superintendent for smaller districts be created.

That definite professional qualifications for district superintendent be fixed.

That a superintendent must devote his entire time to his school duties.

The difficulties in these other states which have been met are;

How to select good well qualified superintendents.

The keeping of politics out of the whole matter.

The planning of a suitable number of schools for the superintendent to have charge of in order to secure the best results.

As to the methods found most efficient in overcoming these difficulties;—in order to secure a better grade of superintendents it has been found necessary to require in them definite educational qualifications, combined with a stated amount of successful teaching experience. This may still leave something to be desired, but it is by far the best available method. In order to keep politics out of their selection superintendents are chosen by the local boards from those made eligible by having met the educational requirements of the state. This does away with the need of a superintendent maintaining a popularity among the voters, to secure an election, and also with the favoritism made possible by the appointment of the superintendents by a state superintendent.

As to the amount of work to apportion a superintendent it should be such as to occupy his entire time, but not so extensive as to keep him from doing thorough work. To these problems I would add the danger of over-supervision. Not long ago a gentleman well acquainted with school life in a state where trained supervision has been carried on some years, visited the schools of Litchfield, and expressed surprise at the high standard of efficiency shown by the teachers in the district schools, stating that the teaching was much better than in similar schools with which he was familiar. His reason given was that the teacher here feels greater responsibility for her own work. She does not have everything worked out for her. A teacher to do good work must do her own thinking and planning. She often needs advice and encouragement, rarely dictation.

One weak place in the New York law is the emphasis laid upon uniform examinations. It is very nice to say that children having passed the examinations of a certain grade in one district may enter any school in the state at the same grade, but the trouble comes that in the weaker schools all the effort is given to fitting the children for the state examinations, not in giving them an understanding of the subject. This is not the place to argue as to the value of examinations in estimating the knowledge of the pupils, but at least they should not be made the basis of promotion by state law.

Our ancestors came to these shores filled with a great desire to worship according to their own conscience, and they held the establishment of a school system and the planting of churches as of the most serious importance in their system of government. While we trust that our school system has advanced since their day yet to-day there is a seeming lack of appreciation of the importance of educational work among a certain class of our public. In some quarters it amounts almost to a lack of confidence in those who are in authority in our school system;—a feeling as if politics and political influence occupied altogether too large a place in the

ignorance. Riot and insurrection can hardly exist in the same state with universal education. Much more important than pure food is right teaching. Much more important than the care of livestock is the care and training of children.

The public school can never be local in its results but exerts its influence far beyond the borders of its own town and one town neglecting the education and training of its children spreads ignorance illiteracy pauperism and crime throughout the state. Statesmen (but not politicians) are agreed that the first and greatest business of any government is the education of its children; that done all other functions of government will be attended to without trouble.

Admitting then that defects and evils exist in the small town schools and admitting as we must that the town which neglects its schools is a public enemy, the need of remedial legislation is apparent. The only question is;—What shape shall such legislation assume?

Our present consideration will be limited to:

1 Need of town management of schools
2 Need of skilled supervision of schools
3 Need of more competent teachers and better wages
4 Need of decent schoolhouses

For the purposes of this discussion the term small towns will be considered as applying to all towns with a population of 10,000 or less and to no others.

1 Need of town management of schools

The parent of all evil in the schools of the small towns is the district system,—a system long outgrown, a breeder of discord, a promoter of financial stinginess, the essence of misrule, legislated out of existence in all other states, and surviving in Connecticut only, a blot upon the educational system of our state.

All the features of the district plan are bad. The worst are these:—

lack of any definite system
excessive number of school officers
neglect of school buildings
negligence in securing competent teachers
incompetent pay of teachers
impossibility of the best supervision

There can be no definite school system in the district managed small town. Each little district is a principality in itself, mismanaged without reference to the schools of the town as a whole. Each district committee is an autocrat, usually not especially interested in schools, very seldom with any expert knowledge of school management or school needs, and frequently at variance with the board of school visitors. The actual visiting or supervision is delegated to one or more of the board of school visitors and since in many towns this board meets but once a year there is no opportu-

nity for exchange of views and experiences or discussion of needed action.

In such towns it often happens that no one person knows who is teaching in all the schools or whether all the schools are in session. In a town of ten districts there are ten committee-men and a board of visitors of say nine, nineteen school officers, ten of whom are working independently of each other, often at variance with each other, and with no official organization or head. It is unnecessary to argue that system is impossible under such conditions.

The neglect of school buildings is inherent in the district system, partly because no one has sufficient interest to make the constant minor repairs necessary to good maintenance; partly because large repairs and new buildings must be paid for by district tax, and this fact together with the cost of running lines, assessing and collecting the tax, prevents any action. Almost without exception the school buildings of district towns are in poor repair as compared with those under town management. In many instances the schoolhouses are utterly unfit for human occupancy. Unsuitable school buildings could exist under town management but seldom do.

There is no selection of teachers in the average district managed town. The committee-man hires the teachers and usually knows little or nothing as to the special needs of the school. The hiring is delayed until the last moment in an effort to secure any teacher at the lowest possible salary rather than to pay the highest possible salary for the best teacher. Very often the committee has a relative who wishes to teach. Often it is made a condition of employment that the teacher shall board with the family of the committee. In one district the teacher refused to board at the home of the committee-man as it was not a fit place and was forced to resign. In one district the present year the committee notified the teacher that she must board at his house or resign. In one district there was a contest for the office and the friends of one candidate brought a keg of beer to the annual meeting and elected their man; this man hired a relative, a young man, who sat at his desk and smoked a clay pipe during school hours.

As to wages the district system puts a premium upon parsimony. In one district a teacher was paid seven dollars a week, and out of this must pay her board and transportation and furnish the fuel and incidentals for the school. In many districts the teachers are paid $6.50 to $8.00 a week and required to pay out of that sum all the running expenses such as fuel, new window glass, broom and water pail, etc. It is true that some earnest faithful competent teachers are employed in district towns and there are some competent and interested committee-men, but as a rule fitness for the position and adequate pay are not the foremost considerations taken into account by the average district committee in securing a teacher.

Supervision there may be but the best supervision is impossible in the district managed towns, for although a supervisor may be employed he will find his best efforts rendered futile in part by the fact that the district committees hire the teachers and thus control the one vital function without which the supervisor can have little power to improve the schools.

These are a few of the evils inseparable from the district plan.

Our remedy is: an act compelling the adoption of town management of schools in all these towns not later than July, 1910;—this change to be brought about in accordance with the provisions of the law already existing. Such legislation would remove a great disgrace from our state, put no undue burden of expense on anyone and mark a long step forward in school management.

2 Need of skilled supervision of schools

The necessity of skilled oversight or supervision is fully recognized in every department of government, every line of employed human effort, aside from the public schools; and in this the smaller towns have been and are extremely negligent.

The acting school visitors of the state, many of whom are here to-day, will admit this. These are usually the best citizens in their respective communities, self-sacrificing, earnest, and interested in public education, doing their work without adequate reward of any kind; but as a rule the acting visitor is not a professional educator, and these men will be the first to admit that their work is not in the nature of skilled supervision, and that such skilled supervision is lacking just where it is most needed, in the smaller towns.

Our remedy is the compulsory adoption of skilled supervision by all towns either singly or in supervision districts,—if in districts, the towns forming any district to be adjoining towns, the supervisor to become a resident of the district.

3 Need of better teachers and more adequate pay for teachers

It has already been shown that in many towns competence and fitness are not greatly taken into account in the selection of teachers. The ties of relationship, neighborhood entanglements, personal prejudice, petty local politics, all are influential factors in a selection of teachers in very many schools. There are to-day many schools in charge of teachers, themselves untaught untrained and unfit,—schools worse than useless, positively injurious. Much of this would disappear with the abolition of the old district plan and the universal adoption of supervision but so long as any local consideration whatsoever is permitted to influence the selection of teachers, so long we shall have incompetent teachers.

Our remedy would be an act providing that all new teachers (beginners) employed on and after a certain date must hold state certificates, revokable at discretion. This would do no injustice to teachers already employed, but would raise greatly the standard of education and fitness. Of course there are teachers who are educationally fit and who can easily earn a state certificate but who

are not by nature intended to teach and will inevitably fail. No expedient can guard against these and these are gradually eliminated by a natural process. But granting that of every one hundred failures fifty are so because of deficient education, then this requirement would eliminate fifty incompetents in every hundred; surely a desirable safeguard.

If teachers are to be more competent they must be better paid. At present in very many of the smaller towns teachers are more poorly paid than office workers, factory workers, or house servants. When teachers are receiving six-fifty to eight dollars a week for thirty-six or forty weeks of the year only, always paying their own living expenses, and in many cases as already shown paying the running expenses of the school, out of the salary received, it is evident that an increase of pay must accompany any attempt to improve the service.

It is more than probable that a legislative act raising the standard of education qualification for teachers will as an immediate result raise also the standard of pay for teachers in obedience with the universal law of supply and demand. Moreover the average attendance grant is already having an effect in higher wages for teachers, and will in time accomplish much more in that direction.

4 Need of decent schoolhouses

No one who has not travelled through the smaller towns and visited all the outlying schools in such towns can have any conception of the disgraceful condition of many schoolhouses. In theory we all hold that the schoolhouse should be the most attractive, the best designed, the most carefully kept edifice in the community. Aside from any purely sentimental considerations the attractive schoolhouse has a definite dollars and cents value to the community in which it stands and a much higher than money value as an object lesson in, and promoter of, good citizenship. But over against this theory we must set the fact that there are many schoolhouses to which self-respecting parents should never be asked to send their children; schoolhouses so poorly designed and so out of repair that sheep and cattle would suffer from the cold if kept there during the winter: schoolhouses in and about which less attention is paid to health and sanitation than would be expected in a well-constructed stock barn.

Much of this shameful condition is due to the district system as already explained. Some of it is due to a wholly mean spirit of false economy and to sheer negligence. It is a condition which demands a remedy and the remedy proposed is this:—

Such legislative enactment as shall enable the state to pay one-half the cost of new schoolhouses to take the place of present inadequate and unfit buildings, provided,—that each new schoolhouse so built and paid for shall be so designed and located as to

take the place of at least two present schoolhouses. This plan is approved by the secretary of the state board of education and is a most practicable solution of many school problems.

The smaller towns suffer not only from neglected schoolhouses but also from too many schoolhouses. In very many of these towns schools are maintained with from five to ten pupils each, too few for an efficient school with the result that in such schools little attention is paid to the qualifications of the teachers and the cost of schooling for each child is excessive. Moreover many of these towns are finding great difficulty in obtaining teachers and the elimination of the unneeded schools will simplify this problem. Better schoolhouses, larger schools, better instruction, a higher citizenship would inevitably follow such a plan.

To sum up our needs we want compulsory adoption of town management, compulsory employment of skilled supervision, a minimum educational requirement for teachers, state aid in the construction of schoolhouses under certain conditions.

You who are here to-day are the guardians of the public schools of Connecticut. Teachers, principals and superintendents can labor in the field of public education only as you direct, and as you supply the means.

We realize fully and fully appreciate the worth of the earnest self sacrificing teachers of our state; those who work for the work's sake and there are many such. We honor the town school officers who give so freely of their time and effort in the cause and there are many such, but beyond this is the unassailable truth that in no other state do the common schools suffer so greatly from the evils of purely local control.

We have districts and towns in which no effort is made toward better schools or even toward good schools. We have schoolhouses unfit for children to enter. We have some teachers, uneducated, untrained, and worse, unfitted by nature, for this profession. We have the remnants of an inadequate, wasteful, vicious district system. We have a lack of skilled supervision. Our teachers are, too many of them, underpaid.

These conditions will never be corrected until some authority wholly free from local considerations is given power to correct them; and this must come through some enlightened public spirited legislature. It is for you who love the public schools of Connecticut to bring this about.

This association should represent the very best citizenship of every town in Connecticut; its influence should be great,—irresistible indeed, and such school legislation as it asks for through its legislative committee should be insisted upon and secured. Acting thus our association can become a very great power for good in this state.

ADDRESS BY F W PECK OF LITCHFIELD

SHALL WE HAVE TRAINED SUPERVISION IN OUR PUBLIC SCHOOLS

It is taken for granted that the question which forms the title of this paper refers to the rural schools of the state, the city schools being already well provided for in that respect.

Had this paper been prepared for the consideration of those who needed argument to convince them of the desirability of trained supervision in our public schools much might have been said which for the present will be omitted. Probably there is not a person present who is not already in favor of such supervision, and probably, if the usual arguments were presented, such for instance as the benefits to be derived in uniform standards of teaching in the different schools of the town and state, the unspoken thought in the minds of many would be how much better they themselves could have done had they been in my place.

For this reason after briefly outlining the subject, the emphasis of the paper will be mainly on the weak points in the trained supervision idea.

In order to have the matter clearly before us we may note the progressive steps already taken in our state in this matter;—the old order being the division of the towns into school districts; a district committee being in entire charge of each district; such district being independent of the other districts of the town, subject only to the general laws of the town and state.

In 1866 a law was passed allowing the towns to do away with the district system, and form one consolidated district for each town. In 1886 a law was enacted permitting school boards to employ a superintendent of schools. In 1903 another law was made effective allowing two or more towns to form a supervision district, under certain conditions, and also making it possible for some of the small towns to have proper supervision. These are our laws in this state to-day. In the natural order of events when a majority of the towns in the state employ a superintendent it will be easy to pass a law making it obligatory upon all towns to do so. This is as it should be, but there are difficulties to be met and the remainder of this paper will deal mainly with these. Perhaps it might be supposed that a serious difficulty would lie in the native conservatism of the voting population of our country towns,—an unwillingness to introduce anything that would have a tendency to lessen local authority. While this may have weight, and rightly should, the only objection to the employment of a superintendent given me by representative citizens of our town, is the difficulty of securing a proper man for the place. There are quite a number of persons willing to be superintendents. There are a much smaller number who give good satisfaction. Those who have done poorly have given the foundation for such objections. There is also an objection in the possible over-supervision of schools. Perhaps theoretically

the reducing of the school system of the state to an educational machine, where the superintendent is kept up to the mark by the state superintendent, and where the teacher simply works out the ideas of those higher up, may be interesting, but such a machine would have many drawbacks and one of them is poor teaching. The responsibility and initiative of the teacher must not be encroached upon by the superintendent.

A superintendent to do effective work must reside within reasonable distance of his field of labor. One superintendent that I know of visits a certain town at regular intervals. He spends half of a day reaching the town, visits schools part of one afternoon, and the next morning, takes half of a day to reach home. He is a good man, but his visiting schools amounts chiefly in warming his hands by the fire, asking after the health of the teacher, and starting for the next school. One half his time is spent travelling to and from the town. This makes too much waste time for effective work.

Other states have their educational troubles, and it may be worth our while to see how they are doing before discussing our own. Massachusetts has had an experience similar to ours. We seem to be following in her footsteps. Her present system includes supervision districts like ours but obligatory upon all towns. The superintendents must have educational qualifications sufficient to obtain a superintendent's certificate from the state. The school boards of the supervision district may elect anyone having such certificate. All are under the state superintendent.

In New Jersey there is a state superintendent who appoints county superintendents.

Perhaps the state with the most elaborate system is New York, and there they are not satisfied. The school district is the element of the system. Several districts are grouped into commissioner districts, with a school commissioner in charge of each. This school commissioner is responsible to the state commissioner of education, who is the active member of the board of regents,—the board of regents being the official head of the university of the state of New York. This system is not altogether satisfactory because the work of the school commissioners in the rural districts is often poor. To meet this the following measure is advocated by Dr Draper, the state commissioner of education:—

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The difficulties in these other states which have been met are;

How to select good well qualified superintendents.

The keeping of politics out of the whole matter.

The planning of a suitable number of schools for the superintendent to have charge of in order to secure the best results.

As to the methods found most efficient in overcoming these difficulties;—in order to secure a better grade of superintendents it has been found necessary to require in them definite educational qualifications, combined with a stated amount of successful teaching experience. This may still leave something to be desired, but it is by far the best available method. In order to keep politics out of their selection superintendents are chosen by the local boards from those made eligible by having met the educational requirements of the state. This does away with the need of a superintendent maintaining a popularity among the voters, to secure an election, and also with the favoritism made possible by the appointment of the superintendents by a state superintendent.

As to the amount of work to apportion a superintendent it should be such as to occupy his entire time, but not so extensive as to keep him from doing thorough work. To these problems I would add the danger of over-supervision. Not long ago a gentleman well acquainted with school life in a state where trained supervision has been carried on some years, visited the schools of Litchfield, and expressed surprise at the high standard of efficiency shown by the teachers in the district schools, stating that the teaching was much better than in similar schools with which he was familiar. His reason given was that the teacher here feels greater responsibility for her own work. She does not have everything worked out for her. A teacher to do good work must do her own thinking and planning. She often needs advice and encouragement, rarely dictation.

One weak place in the New York law is the emphasis laid upon uniform examinations. It is very nice to say that children having passed the examinations of a certain grade in one district may enter any school in the state at the same grade, but the trouble comes that in the weaker schools all the effort is given to fitting the children for the state examinations, not in giving them an understanding of the subject. This is not the place to argue as to the value of examinations in estimating the knowledge of the pupils, but at least they should not be made the basis of promotion by state law.

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matter. If something new is proposed it is considered as simply another move to centralize power by political methods.

We should first of all deepen our own sense of responsibility as school boards for the proper education of all the children of our country towns, and we should strive to bring the public to a better understanding of the importance of the subject.

The part that trained supervision of schools should have is important. In the olden time all that was necessary in the public schools was the teaching of a reasonable amount of reading, writing, and arithmetic, together with sufficient discipline to keep fair order in the schools. To-day a child to have an ordinary education must not only have the old fundamentals but must know something of science, history, and language. Then too an increasing number are passing from public schools, through the high school, to college.

In order to meet the demand of the times we must provide schools well equipped for the work. Methods of teaching are being constantly improved. No layman whose time and attention must be devoted to other pursuits can undertake to advise teachers on these matters. Trained supervision is absolutely necessary if our school system is to meet modern standards. To this there can be no question, but in urging forward this movement let us do so with an understanding of the difficulties to be met, and let the character of our efforts be unquestionable and sincere.

THE RELATIONSHIP OF THE SCHOOL BOARD TO THE SUPERINTENDENT

BY H A ROBERTS M D SHELTON

Upon the attitude a school board takes towards its superintendent depends, to a very large extent, the worth of the school system. Unless sympathetic coöperation exists, no matter how efficient the superintendent, his labors will be ineffective. This relationship must be based upon unity of purpose. It must have proper respect for the rights of all. It must express mutual sympathetic helpfulness.

I cannot bear down too hard upon the fact that the school board and superintendent have a unity of purpose. The sole cause for the existence of the school board is to give every pupil the most education, in all lines, that the town or city can afford. This must ever be present in the minds of every member of the board. This conception of his office must show in his every act as a member of the board. When one realizes that the sole object of his official existence is for the benefit of the pupil, he immediately ceases to be a republican or a democrat, or partisan in any sense of the word; ceases to have any scheme of personal gain or advantage, but labors, solely, to do his duty to the pupil, regardless of all other interests. This must be the touchstone of his official life.

The superintendent, too, has this same object and this only in view. No superintendent would ever be employed by a school board were it not to make the most of each pupil. He, too, must put the same test to his every act. When both school board and superintendent keep this conception of their function and duty foremost in every endeavor what a power for good they may be! It stimulates the board to larger endeavors. It enables the superintendent to outdo and go beyond himself in his efforts to be of help to the school system. This unity of purpose when properly conceived becomes the solid foundation of our school system.

The relationship of the school board and superintendent should contain as far as possible elements of stability. It means much to a superintendent to know that his work is to continue over a period of time longer than a year. A tried superintendent should be elected for terms of not less than three years. It gives him a grasp of the schools and enables him to work out plans that he would not think of undertaking in one year. Again when his term of office expires if he is to be reëngaged, it should be done early in the year, that he may plan his work still further. This is in line with the statutes relative to the election of members of the board. If they must be elected for a term of three years, that their plans may become somewhat mature, before retirement, how much more that of a superintendent who has more in detail the plans for the conduct of the whole school system. A man might well hesitate to begin a very much needed reform, not knowing if his term of office would permit him to see it through.

This relationship must give proper recognition of the rights of each other. Human nature is ever prone to think individual rights are the only ones to consider. It is the duty of the board to attend to the business end of the school affairs and have the general oversight of the school system. Questions of policy and proper development should be brought before the board, and there definitely settled. Every decision arrived at ceases to be an individual decision or negation, and becomes the decision of the board, and should be treated as such by every member of the board. It is equally necessary that the superintendent treat all decisions of the board as final, for he is acting as their agent. If this acknowledgment of the rights of both board members and superintendent is kept in mind, it will be a very potent factor for success in our mutual work.

Right here let me clear the atmosphere of many a board's troubles. In the employment of teachers the superintendent must have a free hand. He should be given the right and it should be his duty to thoroughly post himself in regard to teachers for our schools—be given the time and paid his expenses in looking up teachers, visiting them and seeing them teach in the school room. This is based upon a proper recognition of the rights of the superintendent by the board. The board should never elect to the teaching force a teacher without the recommendation and nomination

of the superintendent, for it is he that must work with the teacher for the best interest of the pupils, and unless the two are in harmony with each other the best results are not obtained. Again no superintendent should nominate a teacher who is objectionable to the board. There may be reasons in the judgment of the board that render a teacher detrimental to the best interest of the schools, and these objections should be acknowledged by the superintendent. No board member should ever make it possible for a teacher to claim he had a "pull."

This recognition of the rights of all brings about a spirit of confidence between superintendent and board that is essential to our mutual success. It gives the superintendent confidence in the board and makes him perfectly free to lay all matters before the board. It gives the board confidence in the superintendent that he will keep them thoroughly in touch with the whole school system and this again reacts on the superintendent because he knows he will have the utmost support and backing of the board, and few boards realize the power for good to a superintendent of a consciousness, deep rooted and grounded, that he has the full support of the whole board back of him to the very last ditch. This brings me to the last point I wish to press—that of mutual helpfulness.

The superintendent can help the board in many ways—by keeping it conversant with the best methods of work in the management of the schools—by calling attention to the best appliances for school rooms—by exercising economy in expenditures—by showing where liberality will be most effectual. The board can help the superintendent by sending him to the leading gatherings of superintendents. This is especially helpful to the superintendent and I believe helps the board to a better grasp of its work and thus becomes of value to both. If these suggestions were carried out, the school boards would become more potent for good to the rising generation and the superintendent would have more than half the burden of life raised, enabling him to accomplish many things that he hardly dare dream of at present.

1908

Conn. State Board of Educat

Connecticut School Document

THE NEW YORK PUBLIC LIBRARY
ASTOR, LENOX AND TILDEN FOUNDATIONS

No 3 — 1908

(WHOLE NUMBER — 304)

Dates and places

OF

State teachers' examinations

LIST OF STATE TEACHERS' CERTIFICATES

1908

MEMBERS

OF THE

State Board of Education

1908

Rollin S Woodruff *Governor*	New Haven
Everett J Lake *Lieut-Governor*	Hartford
Edward D Robbins	Wethersfield
William H Palmer	Norwich
George M Carrington	Winsted
William G Sumner	New Haven

Asahel J Wright *Chief clerk*

OFFICE

Room 42 Capitol Hartford

STATE TEACHERS' EXAMINATIONS

ORDER OF SUBJECTS

Elementary certificate

	First Day		*Second Day*	
A M	9.00 to 9.30	Spelling	A M 9.00 to 11.30	History and duties of citizenship
	9.30 to 10.30	Literature	11.30 to 12.30	Drawing (optional)
	10.30 to 12.30	Arithmetic	P M 1.30 to 2.30	Physiology
P M	1.30 to 2.30	Writing	2.30 to 5.00	Elementary science and geography
	2.30 to 3.30	Reading		
	3.30 to 5.00	Grammar		
	5.00 to 6.00	Music (optional)		

Statutory certificate

	First Day		*Second Day*	
A M	9.00 to 10.00	Spelling	A M 9.00 to 12.30	History and duties of citizenship
	10.00 to 12.30	Arithmetic	P M 1.30 to 3.00	Physiology
P M	1.30 to 2.30	Penmanship	3.00 to 5.00	Geography
	2.30 to 3.30	Reading		
	3.30 to 5.00	Grammar		

Examinations begin promptly at 9 o'clock.

The examinations will be held at the office of the state board of education, room 42, Capitol building, *on the last Friday and Saturday of each month,* and at other places as given below.

Special examinations will be arranged for any town at the request of the school officers.

The law now provides that a state certificate shall be accepted in place of the examination by local officers. Many towns require a state certificate.

Questions heretofore used and a document [scheme of state examinations] containing information in regard to the certificate will be sent upon request.

Address STATE BOARD OF EDUCATION
HARTFORD

DATES AND PLACES OF EXAMINATIONS IN 1908

JANUARY 24

New Britain, Normal school building

JANUARY 24 AND 25

Hartford, Room 42, Capitol building

FEBRUARY 12
Danbury, Normal school building

FEBRUARY 14
Danbury, Normal school building

FEBRUARY 19
Danbury, Normal school building

FEBRUARY 28 AND 29
Hartford, Room 42, Capitol building

MARCH 3 AND 4
Danbury, Normal school building

MARCH 11
Danbury, Normal school building

MARCH 18
Danbury, Normal school building

MARCH 27
New Britain, Normal school building

MARCH 27 AND 28
Hartford, Room 42, Capitol building

APRIL 8, 9 AND 10
New Haven, Normal school building

APRIL 24 AND 25
Hartford, Room 42, Capitol building

APRIL 29
Danbury, Normal school building

MAY 6
Danbury, Normal school building

MAY 20
Danbury, Normal school building

MAY 22 AND 23
Willimantic, Normal school building

MAY 25
Danbury, Normal school building

MAY 29 AND 30
Hartford, Room 42, Capitol building

MAY 29
New Britain, Normal school building

JUNE 3
Danbury, Normal school building

JUNE 5 AND 6
Willimantic, Normal school building

JUNE 16 AND 17
Danbury, Normal school building

JUNE 26 AND 27
New Milford, High school building
Hartford, Room 42, Capitol building

JULY 2 AND 3
Willimantic, Normal school building

JULY 17 AND 18
Hartford, Room 42, Capitol building
Waterbury, High school building
Winsted, West Winsted school building

JULY 24 AND 25
New London, Robert Bartlett school building
Hartford, Room 42, Capitol building

JULY 30 AND 31
Kent, Center school building
Norwich, Broadway school building

AUGUST 4 AND 5
Hartford, Room 42, Capitol building
Middletown, High school building

AUGUST 5 AND 6
Lakeville, Academy building
Willimantic, Normal school building
New Haven, Normal school building
Putnam, Israel Putnam school building.

AUGUST 7 AND 8
Rockville, High school building
South Norwalk, Franklin street school building
Colchester, Bacon Academy building

AUGUST 11 AND 12
Stafford, High school building

AUGUST 13 AND 14
Shelton, High school building

AUGUST 18 AND 19
Litchfield, High school building

AUGUST 25 AND 26
Torrington, High school building

AUGUST 28 AND 29
Hartford, Room 42, Capitol building

SEPTEMBER 25 AND 26
Hartford, Room 42, Capitol building
Willimantic, Normal school building
Danbury, Normal school building

OCTOBER 23 AND 24
Hartford, Room 42, Capitol building
New Haven, Normal school building

NOVEMBER 27 AND 28
Hartford, Room 42, Capitol building

DECEMBER 30 AND 31
Hartford, Room 42, Capitol building

STATE TEACHERS' CERTIFICATES

State teachers' certificates originally issued or renewed in 1907 and in force January 1, 1908:

Elementary certificates originally issued	258
Elementary certificates renewed	1109
Honor certificates originally issued	38
Honor certificates renewed	34
Statutory certificates originally issued	82
Statutory certificates renewed	79
Certificates of special excellence originally issued	5
Certificate of great honor originally issued	1
Total	1606
Number of persons counted twice	34
Number of different persons holding certificates	1572

STATE SUPERVISORS' CERTIFICATES

State supervisors' certificates originally issued	6

ELEMENTARY CERTIFICATES ORIGINALLY ISSUED

Abel Alice L Stafford Springs
Adams Gertrude E Hazardville
Ahern Elizabeth F Hartford
Ahern Nellie F Norwich
Alford Marion J Willimantic
Allison Rose C Middletown
Alvord Florence E Winsted
Amidon Lillian Ashford
Anderson Amy R Collinsville
Anderson Myrtle M Stamford
Atkins Ruth E Meriden
Avery Mary L Groton
Avery Nellie B Colchester
Barton Mrs Virginia A New Preston R F D 2
Beasley Clara B Ellington

Beckley Elizabeth Norwich
Beebe Florence Guilford
Beecher Helen W New Haven
Beers Josephine W Danbury
Bennett Viola L Yalesville
Billings Mildred A Somersville
Bissell Mabelle A Manchester
Blackburn Julia L Danbury
Blake Maria E Torrington R F D 2
Blakeslee Ruby A No Haven
Blakenburg Emma L Rockville
Bonney Helen M New Haven
Booth Mary E Stratford
Bouvie Julia F Meriden
Bradley Edith F West Mystic
Broderick Marie S Norwalk
Bronson Merwin S Roxbury
Broughel Agnes N Hartford
Brown Agnes E Hampton R F D 1
Brown Estelle G Meriden
Burke May C Thompsonville
Caesar Clara B Windsor
Cahill Elizabeth M E Hampton
Carey Mary L Winsted
Carter Florence Hartford
Carter Mary L New Haven
Cassidy Mary E Norwalk
Chapin Helen W New Haven
Chapman Amy D Westbrook
Chapman Ethel M Terryville
Chapman Maude A Middletown
Chapman Nellie E Montville
Clark Eleanor J New Haven
Clark James H Vernon Centre
Clarke Flora M New Haven
Cleaveland Florence M A Salisbury
Close Sarah J New Haven
Coe Florence A Riverton
Coer Katharine Waterbury
Cohane Anna F New Haven
Collins Anna L Branford
Colloty Helen M Waterbury
Condon Ella J Stamford
Condon Mary Derby
Conklin Mary T Meriden
Cosgrove Marion S Willimantic
Coughlin Ella L Middletown
Creighton Genevieve G Norwalk
Crooks Adelaide B Norwich
Cruttenden Florence B W Hartford
Curran Mary C New Britain
Day Hattie L Poquonock
Desmarais Ida M Taftville
Donahue Marguerite M New London
Doyle Katherine J Manchester
Doyle Sara A Unionville
Drennan Helen T Middletown
Dunlay Gertrude C New Britain
Dunphy Mary M Bristol
Dyas Jane U Danbury
Edgerton Frederick W New London
Engelhardt Anna H Naugatuck
English Mildred C Montclair N J
Enright Catherine I New Haven
Ferriss Gladys T New Milford
Field Anna L New Haven
Fitch Alice A Norwalk
Fitzgerald Flora Tuckahoe N Y
Fitzgerald Margaret Waterbury
Fitzgerald Mary F Waterbury
Fitzpatrick Mary K New Haven
Flint Edith E New Haven
Flynn Mae E New Haven
Forg Theresa A Thompsonville
Fox Esther M Putnam
Frink Esther A Lakeville
Gerard Jessie B So Norwalk
Gerard Margaret B So Norwalk
Gingold Anna J New Haven
Goodrich Laura Plainville
Gottlieb Minnie So Norwalk
Gottlieb Rose I So Norwalk
Greene Anna E Portland
Greene Maude W Hazardville
Griffiths Florence Southington
Grobell Rosenna M Wallingford
Hall Katharene L Naugatuck
Hall Mary E New Milford
Hallborg Ruth H Hartford
Hand Gertrude H Danbury
Hanna Grace H Norwalk
Harris William H Danbury
Hartigan Mary E Unionville
Henry Katherine Norwalk R F D 43
Hickey Florence A Unionville
Hilditch Isabella H Thompsonville

Hill Frances J Madison
Hill Mary C Norwich
Hill Mary E Morris
Hipelius Lucy Niantic
Holley Ella J Stamford
Holmes Clarence W Tariffville
Jensen Christine M Hartford
Jillson May C Guilford
Johnson Ruth Hartford
Jones Genevieve Wallingford
Jones Mary T Unionville
Jones Nellie M Hazardville
Judd Mary A Southington
Judd Orrin L Hazardville
Kane Elizabeth M Waterbury
Keefe Elizabeth H New London
Kelley Annie G New London
Kennedy Katherine F Derby
King Jeannie L Somersville
King Orah M E Norwalk
Kittredge Lucy M New Haven
Kuebler Julia B Norwich
Kullgren Olga R Hartford
Lawton Katherine L Middletown
Leach M Janie Norwich
Lee Colette M Willimantic
Lindon Alice L New Haven
Little Edith E Willimantic
Lockhart Susie R Greenwich
Loewenbaum Rose New Haven
London Ellen B Stratford
Long Catherine G Unionville
Lord Irma B Turnerville
Mahon Mary E Naugatuck
Malloy Marion F Norwich
Manning Mary M Glastonbury
Martin M Isabel Southington
Maurer Charlotte A New Haven
McClean Anna L Andover
MacClenathan Ruth H Norwich
MacCracken Frances C Thompsonville
McDonnell Mary F Stony Creek
McDonough Helen E Hartford
McGuire Frances M So Manchester
McKee George C Farmington R F D
McKeon Gertrude A New Haven
McLoughlin Anna E New Haven
Meigs Eunice M Madison
Miller Jessie B Derby
Monahan Lily L Waterbury
Montgomery Venus Hartford
Moran Lavina L New Haven
Murray Katherine E Norwich
Neumann Dorothy M Arlington N J
Nolan Grace M New Britain
Northrop Sarah E Bridgewater
Oatman Florence E Hartford
O'Brien Annie G New Britain
O'Brien Catherine A New Britain
O'Connell Anna C Colchester
O'Connell Lela M Bristol
O'Connor Bridget A Colchester
O'Connor Cecilia A New Haven
Olmsted Emma C Hazardville
O'Neill Julia P Broad Brook
O'Neill Lida M Meriden
Orr Isabelle M Bridgewater
Ostling Agnes E Chester
Parsons S Louise Sterling
Perkinson Katherine G Waterbury
Peters Marie M New Haven
Phillips Cecelia L New Haven
Randall Kate E Seymour
Ransome Frances D Thomaston
Ringrose Mary New Britain
Rinn M Lillian Southington
Rourke Loretta G New Haven
Rusk Hazel May Norwalk
Russell Mrs Nellie F Meriden
Ryan Josephine T Wallingford
Ryder Agnes M Danbury
Sandquist Bertha E New Haven
Sasse Ella W New Haven
Scott Alice E Hartford
Scudder Emma L New Milford
Seery Anna V West Haven
Sexton Sarah E Ellington
Seymour Susan E Norwalk
Shanley May A New Haven
Shay Anna Ansonia
Shay Frances C Meriden
Sherdman Frances C New Haven
Simpson Ida L New Haven
Sims Mabel M Montclair N J
Smedley Mattie M Fairfield

Smith Annie L So Windham
Smith Martha C Hartford
Snow Myra A Willimantic
Soule Bessie L New Milford
Spellacy Martha L Hartford
Starr Millie S Bethel
Steinheimer Elsie F Hartford
Stillman Elsie J Meriden
Stillwell Eliza S Willimantic
Stoddard Ora B Newington Junction
Story Anna C Wethersfield
Stronach Florence L Hartford
Strong Florence A Willimantic
Stuart Anna E Gaylordsville
Sturges Helen E Wilton
Sullivan Anna E New Haven
Taylor Bertha Hartford
Thomes Ruth D Rowayton
Thompson Maude C Farmington
Thurber Mary Hartford
Tiernan Helena G New Haven
Tiffany Rose B Groton
Timms Theresa C Waterbury
Toohey Julia M Hartford
Toohy Gertrude W Manchester
Treadwell Helen C New York City
Trecartin Ethel C New Haven
Tripp Ethel M Danielson
Tripp Maud E Berlin
Turner Bessie M Thomaston R F D 1
Vandervelden Marie C New Haven
Viets Clara B Granby
Voorhees Louise K Norwich
Ward Sarah A Wethersfield
Warner Lois C Woodbury
Warren Elsie N Norwalk
Weeks Marion H Norwalk
Weir Alicia L New Haven
Welles Helen E New Britain
Wells Sara M Poquonoc Bridge
White Corinne E Norwich
White Jessie R New Haven
Whitely Margaret T New Milford
Wilson Ebba M Terryville
Witter Grace E Danielson
Wolcott Ethel R Plantsville
Wood Celia M Somersville
Wood Maude L Stamford
Wood Susie M Montville
Woodcock Florence W New Haven
Wyckoff Isabel Hartford
Young Mary E Norwich

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ELEMENTARY CERTIFICATES RENEWED

Abell Clara Lebanon
Adams Grace E Broad Brook
Adams Norma A Waterbury
Ahern Ellen R M Hartford
Allen Fannie B Danbury
Allen Lucy A Hartford
Allen M Eleanor Ellington
Allingham Isabel Ansonia
Allison Annie M Middletown
Alpert Lena New Haven
Anderson Hazel Norwich
Andrew Esther M Tyler City
Archer Julia M New London
Arnott Margaret So Manchester
Ashley Maude B New Britain
Atkins Grace E Forestville
Atwood Florence E Watertown
Auger Elma I Woodbridge
Auger Ethel M Woodbridge
Augur Nellie H Taftville
Avery Ruby A Somers
Babcock Lauretta H Branford
Babcock Edith V Westerly R I
Bachmeyer Anna Marie Hartford
Bacon Fannie E Middletown R F D 1
Bacon Imogene So Glastonbury
Bailey Ada B Hockanum
Bailey Jessie E Hartford
Baldwin Anna J New Haven
Ball Bessie C Middletown
Ball Bessie M Durham
Banister Addie T New Britain
Banks Julia Brown Fairfield
Barber Eugenia G Northford
Barber Mary E Hartford
Barnacle Gertrude F New Haven
Barnes Rena A Unionville R F D
Barnum Lydia C Danbury

Bartle, Flora Lakeville
Barrows Mary I Norwich
Bass Harriet M Willimantic
Battey Gertrude L New London
Beach Celona E No Haven
Beard Nellie S Milford
Beardsley Belle S New Preston
Bearn Anna L Greenwich
Beasley Laura M Ellington
Beattie Mary E Leete Island
Beckett Dorenda W Yalesville
Beebe Lina H East Hampton
Beebe Marion G Norwich
Beecher Edith H Seymour
Beerbaum Carrie A Waterbury
Beers Alice W Danbury
Bell Nellie E Rochester N Y
Benedict Bertha M Bethel
Benedict Jessie Norwalk
Benedict Mary Almira Katonah N Y
Benham Kate M Hartford
Bennett Cora M Shelton R F D 8
Bent Ethel J W Medford Mass
Bentley J Elizabeth Old Mystic
Berg Edna M New Britain
Berg Evelyn New Haven
Berg Lillian C New Britain
Bidwell Mary E New Britain
Bielby Atala P Middletown
Bigelow Nina M Plantsville
Billings Lucy Stonington
Bingham Mrs E F Woodstock
Birdsey Ina Camilla Meriden
Birdsey Lucy E Meriden
Bishop Fannie A Willimantic
Bishop Mrs Hattie C Norwich
Bishop Lucy M No Haven
Bissell Alice G Willimantic
Bitgood Helen S Voluntown
Black B Lavinia Hartford
Black Harriet F Hartford
Bliss Elsie L Clinton
Bliss Frances M Eagleville
Bliss Mary A Hamden Mass
Bogart Bessie S Chester
Boles Bertha G Greenwich
Bollman Clara A New Haven
Botelle Myrtie L Cromwell
Bothwell Bessie E Jewett City
Bottomley Florence E Bridgeport
Bouton Emma A So Norwalk
Bouton Mrs Lucy M Stamford
Bowen Eva L E Norwalk
Bowen Jennie T New Haven
Bowers Amos H New Milford
Bowler Catherine R Willimantic
Boyle Josephine A New Haven
Boyle Katherine L West Haven
Boyle Mary C New Haven
Bradley Lillian E New Haven
Brady Katharine E Meriden
Bramley Harriet B Elmwood
Branch Bertha M New Haven
Brennan Elizabeth A New Haven
Brennan Josephine A Naugatuck
Brewster Eleanor M New London
Bridgett Alice Wallingford
Bridgett Mary Wallingford
Brock Nellie S Plainville
Brockett Elva A Bristol
Bronson Mrs Lillian H Waterville
Bronson Myra E Sound View
Bronson Myrtle E New Haven
Brooks Abbie B Clinton
Brooks Mrs Harriet Ansonia
Brown Bessie A No Stonington
Brown Frances M Yalesville
Brown G Vivien Willimantic
Brown Grace A New Haven
Brown Hattie B Gales Ferry
Brown Katherine U New Haven
Brown Mary F Wallingford
Brown Mattie L Talcottville
Brown Mrs Roberta E Winsted
Browne Etta L Washington
Bubser Anna A Hartford
Buchanan Annie W Mansfield Center
Buckley Julia V Branford
Buell Julia E Winsted
Buffington Eva M Hartford
Bugbee Mrs Abigail B Wethersfield
Bunce Helen J Glastonbury
Bunnell Julia A Bristol
Bunnell Sarah E Bristol
Burch Mary Moore New London
Burke M Gertrude Norwich

Burns Margaret H Wallingford
Burwell Margaret M Winsted R F D 2
Bushnell J Clement Farmington
Butler A Louise Waterbury
Butler Anna B West Hartford R F D
Butler Clara L New Haven
Butler Mildred C Middletown
Byrne Marie M New Haven
Cain Ellyn R M New Haven
Cairoli Myrtis S Milford
Callahan Katharyn New Haven
Callahan Mary E Norwich
Callan Mrs Mabelle Waterbury
Camp Ona E Plantsville
Campbell Edith Jane Norwich
Campbell Jane R New London
Campbell Jennie M New Haven
Campbell Kathryn E New Britain
Campbell Mary A New Britain
Canada Ethel A New Haven
Carey Alice L Cheshire
Carey Katherine A Rockville
Carrigan Mary V New Haven
Carroll Elizabeth H New Haven
Carroll Sara B Winsted
Carroll Mary M Waterbury
Carter Minnie E Bethel
Carver Katherine H Colchester
Cary Alice B Willimantic
Cary Katherine Willimantic
Case Minnie Ella Colchester
Casey Frances L Willimantic
Casey Julia A Naugatuck
Casey Katheryn E Norwich
Casey Teresa C New London
Cavanaugh Mayme F Riverside
Champion Helen M New London
Chandler Ida M Hampton
Chandler Minnie Hampton
Chapman Jessie E Portland
Chase Florence G Waterville
Cherry Elizabeth M Norwich
Cheyney Eliza A Willimantic
Chism Mrs Abigail B Norwich
Church Elsie A So Windsor
Churchill Annie M Portland
Clack Alice M Wallingford
Clancy Helena G Danbury
Clark Alice M Bristol
Clark Anna Davis New Haven
Clark Bessie M B New Haven
Clark Elizabeth M West Haven
Clark Ethel Milford
Clark Maude B Glastonbury
Clark Mary H Meriden
Clark May L E Hartford
Clark Sarah E Hartford
Clark Teresa B Stafford Springs
Clarke Isabel S Windsor
Clarke Harriette M So Norwalk
Clarke J Louise Putnam
Clarke Martha H Milford
Claven Margaret I Norwalk
Cleveland Caroline W Bridgeport
Clingan Emma A New Haven
Clock Florence E Stamford
Close Marion F Greenwich
Clune Ellen G Norwich
Cochran Rose M Windsor
Coe Emma L Long Hill
Colburn E Gertrude So Coventry
Colgrove Caroline M Willimantic
Collins Catharine L New Hartford
Collins May H New London
Collins Nellie T Willimantic
Collins Viola I Hartford
Comstock Cornelia A Meriden
Condon Annie A Stamford
Condon Mary E Stamford
Cone Jessie Wood Westbrook
Congdon Mary E Willimantic
Connell Alice L New Haven
Connor Alice M New Haven
Connor Ella C Broad Brook
Connor Sarah L Hartford
Conway Catherine E Hartford
Conway Katharine G Hartford
Cook Harriet A Norwich
Cope Edith R Thompsonville
Corbin Imogene Rockville
Corcoran Annie A Wallingford
Corcoran Mary J Wallingford
Cords Clara E Greenwich
Corrigan Anna L New London
Corrigan Bertha L Suffield

Corrigan Lillian H New London
Costello Annie E Meriden
Coughlin Grace H Middletown
Covell Jane C Talcottville
Covert Grace R Branford
Cowles Florence A Buckland
Cox Emily E Portland
Coyle Rose T Westport
Crawford Isabel M Norwich
Crowell Lottie A Middletown
Crowley Bernadette S New Haven
Crowley Eleanor A New Haven
Crowley Helen M E Hartford
Culhane Jennie E Waterbury
Culhane Mary F Waterbury
Cullen Annie M Lakeville
Cumiskey Mary F Greenwich
Cummings Mabel A No Haven
Cummings Mary E Quinapoxet Mass
Curran Catherine M Portland
Curran Elizabeth A Portland
Curran Elizabeth M Middletown
Curtiss Mrs Ella M Bridgeport R F D 4
Daley Celia M Moosup
Daly Anne F Hartford
Daly Minnie A Southington
Daudey Anna D Colchester
Davison Bertha L Thompsonville
Davison May E Willimantic
Day Rose Ellen Middletown
Dayton Carrie M Stamford
Decker Kate E Hartford
DeCoursey Mary E Ansonia
Deegan Margaret L Naugatuck
Dennan Alice G New Haven
Dennehy Jennie E Oswego N Y
Denton Luella S So Norwalk
Derby Beatrice M Stratford
Devine Alyse R Stamford
Devine Helen F Waterbury
Devon Henrietta C Highland Park
Dibble Margaret L Saybrook
Dickerman C Louise Southington
Dickerman Grace E Southington
Dickinson Addie Maria East Berlin
Dickinson Ruby H So Britain
Doane Ellen R Deep River
Dodge Amy B So Norwalk
Doherty Ella M Waterbury
Dolan Frances A Saugatuck
Dolbeare Eliza B Norwich
Donahue Mary Claire Mystic
Donovan Margaret Rockville
Donovan Margaret J New Haven
Donovan Mary C Greenwich
Donovan Teresa V Hartford
Doran Catharine T Shelton
Dorsey Mary A Waterbury
Downton Lucy Thompsonville
Doyle Elizabeth M Unionville
Drago Josephine M Hartford
Drake Anna S L West Haven
Driscol Elizabeth G Hartford
Driscol Jennie May Yantic R F D 2
Dunham Clara E Falls Village
Dunlevy Julia T So Windham
Dunlop Ida A Meriden
Dwight Clara B So Amherst Mass
Dwyer Elsie C Ansonia
Dwyer Lillian V New Haven
Dwyer Nellie C Hartford
Dwyer Rose M Hartford
Dyson Helen E Danielson
Dyson Mary E New Britain
Earle Elizabeth Thomaston
Edgerton Edna S W Willington R F D 2
Edwards Nettie Viola Waterford
Egan Agnes G Hartford
Egan Helen T Waterbury
Ehbets Claudia E Hartford
Elliott Effie M New Britain
Elliott M Angie Ellington
Elsner Belle Hartford
Engel Minnie C Hartford
English May F New Haven
Ennis Margarete G Waterbury
Ensign Adella M Silver Lane
Estwick Mrs Josephine M Springdale
Evans Ida M Canaan
Fagan Anna J Hartford
Falvey Agnes E Meriden
Falvey Jeanette A Meriden
Farrell Anna V Naugatuck

Fay Anna S Southington
Fennelly Eleanor Derby
Finch Mrs Ida A Thompsonville
Finley Mary B Rockville
Finnegan Catherine Canaan
Finnegan Alice R New Haven
Fischer Catherine E Beacon Falls
Fish Alice B Union City
Fisk Mary E Stafford Springs R F D 2
Fitzgerald Anna Meriden
Fitzgerald Josephine F Meriden
Fitzgerald Katherine L Wallingford
Fitzpatrick Clara C Stonington
Fitzpatrick Mary A Ansonia
Flaherty Elizabeth G Naugatuck
Flannery Grace A New Britain
Fleischer Letitia F New Britain
Flint Georgiana Willimantic
Flynn Grace M Hartford
Flynn Helen M Norwalk
Flynn Jane C Hartford
Flynn Lulu B New Haven
Flynn Theresa A Plantsville
Foiren Susannah M New Britain
Foley Elizabeth P Springfield Mass
Force Ilna So Norwalk
Fowler Marion B Colchester
Fox Carolyn J New Haven
Fox Katheryne P E Hartford
Fox Margaret M New Haven
Fraher Ellen T Ansonia
Francis Julia A Southport
Frawley Alice G Ansonia
Freeman Carrie J Willimantic
Freeman Minnie T Naugatuck
Frey Mabel R New Britain
Fuller Blanche Hampton
Furey Calista Ansonia
Gaffney Margaret V Ansonia
Gaffney Mary Meriden
Gaffney Mary A Noroton
Gailer Esther V New Haven
Gaines Amy W Stratford
Galligan Mary A Norwich
Gallup Bertha C Willimantic
Gallup Bessie M Hartford
Gallup Marion Mystic R F D
Galvin Mary Waterbury
Galvin Nellie A Waterbury
Gamsby Viola M New Haven
Garde Andrew E Cromwell
Garde Edith A New London
Garden Christian C Stony Creek
Gardiner Henrietta East Lyme
Gardner Cornelia E Clinton
Gardner Frances E Plantsville
Geidel Evelyn M Meriden
Geissler Anna M Broad Brook
Gelston Cornelia G Sherman
Gessner Elizabeth E New Haven
Gibson Katherine L New Haven
Gilbert Grace S Wallingford
Gilhuly Eulalia L New Haven
Gillen Mary A New Haven
Gilligan Jennie T New Britain
Gillmore Isabel M Beacon Falls
Gilmartin May Meriden
Gilnack Clara S So Manchester
Gilshenan Mary A Middletown
Gleason Grace I Gildersleeve
Gleeson Mary C New Haven
Golding A Carolyn Norwalk
Good Annie S Leete Island
Good Julia I Norwich
Goodenough Florence Bristol
Goodrich Laura Plainville
Gordon Alice E Willimantic
Gorham Lena J New Haven
Gorham Myrtle O New Haven
Grady Annie T Willimantic
Gray Jessie M New Britain
Gray Margaret O So Manchester
Griffin, H Louise Hamburg
Griffin Sara A Stamford
Griffin Teresa V Stamford
Griswold Ellen E Ivoryton
Griswold Jessie D Rocky Hill
Griswold Mary E Berlin
Guinan Elizabeth M Hartford
Hackett Ella G Meriden
Hackett Katherine A Bristol
Hackett Sadie C Wapping
Haer Caroline A Port Chester N Y
Hall Nellie A New Haven
Hallen Adelina S Lebanon

Halpin Anna C Waterbury
Hamilton Howard L Naugatuck
Hammett Anna M Danielson
Hammond Alice E New Haven
Handley Helen L Danbury
Hanna Fanny K New Britain
Hanna Leonora S New Britain
Hanrahan Elizabeth J Unionville
Hanrahan Margaret Ansonia
Hanrahan Minnie E Stamford
Hansen A Marie Hartford
Harmon Hazel Meriden
Harrington Gertrude M Hartford
Harris Alice M Plainville
Harris Edna M Meriden
Harris Iva A Middletown
Harrison Margaret L Stamford
Harrison Mary A Stamford
Hart Mary E Branford
Harten Alice F New Haven
Hassett Hannah C Wallingford
Hassett Mary C Wallingford
Hastings A Louise Meriden
Havens Myrtle S Niantic
Hawley Grace M Winsted
Hayes Ida A Hampsted
Hayes Marion E Norwalk
Hayes Mary J Ansonia
Healey Agnes M Ansonia
Healey Mary F Waterbury
Heins Clara F Hartford
Hendron Mary A Hartford
Henry Marjorie New Canaan
Hewitt Nellie P Norwich
Hibbard Eunice C Putnam R F D 2
Hickey Minnie C B Stamford
Higgins Elizabeth E New Britain
Higgins Gertrude R W New Haven
Higgins Hanna M Branford
Hill Daisy K Winsted
Hill Helena L Georgetown R F D 41
Hill Jennie T Shelton R F D 7
Hintz Anna New Haven
Hoar Helena A Norwich
Hogan Elizabeth H Unionville
Hogan Nellie A New Haven
Holbrook May R Seymour
Holcomb Fanny New Haven
Holliday Ella New Haven
Hollister Mabel E New London
Holmes Margherita M Stratford
Holstein Hattie R Windsor R F D
Honan Mary A Gaylordsville
Hood Janet Ivoryton
Hooper Grace Montville
Hopkins Maud P B New Haven
Hoppen Alice A Derby
Horkey Carrie E Willington
Hortie Alvalena V Wethersfield
Hotchkiss Alma K Cheshire
Hotchkiss Ruth Waterbury R F D 2
Houghmaster Stella V Hartford
Howard Elsie F M New Haven
Howarth Florence M Danbury
Huane Margaret E Bristol
Hubbell Estelle F Ansonia
Hubbell Harriet M New Haven
Huested Fannie E Stamford
Huested Florence E Stamford
Hull Anna M New Haven
Hull Emma L Willimantic
Hull Mary A Seymour R F D 2
Humphrey Mary H Simsbury
Hunie Bertha L New Haven
Hunt Florence I Chaplin
Hunter Kathryn Norwalk
Hunter Margaret M Waterbury
Huntley Matt G Stepney
Hurd Florence A Seymour
Hurley Margaret M Shelton
Hurley Sarah M Shelton
Hutchinson Lena A Winnipauk
Hyde Fannie S New Haven
Hyland Dora V New Haven
Hyland Elysabyth Forestville
Hynes Marion G So Meriden
Ives Helen L Danbury
Jacobs Hattie A Willimantic
James, Laura L Plymouth
Jepson Mary R Hartford
Johnson Edna M Winsted
Johnson M Josephine New Haven
Johnson Maude I Rockville
Johnson Miriam Middletown
Johnson Sallie M E Morris
Jones Agnes E Unionville

Jones Alberta B E Hampton
Jones May C Ivoryton
Jourdan Caroline C Branford
Joyce Henrietta M New Haven
Joyce Mary A New Haven
Joyce Minnie Hartford
Judd Antoinette E Bristol
June Ethel M Coscob R F D 28
June Mattie E Greenwich
Kahl Christine A Wallingford
Kalish Lulu B Hartford
Kampf Mary Watertown
Kane Elizabeth T Norfolk
Kane Gertrude H Bristol
Kane Grace M Waterbury
Kane Loretta M Bristol
Keane Estelle R Bethel
Kearney Loretta C New Haven
Keefe Margaret L Middletown
Keeler Bessie L Wilton
Keeney Sylvia A New London
Kehoe Mary W Naugatuck
Keigwin Ida M Middletown
Keith Marie C Norwalk
Kelleher Catherine E Seymour
Kelley Anna A New Haven
Kelley Antoinette E Pine Meadow
Kelley Catherine Norwich
Kelley Ellen I Bristol
Kelley Emily W Waterbury
Kelley Helen K Willimantic
Kelley Winifred G Naugatuck
Kelly Mary E Middletown
Kennedy Annie J Westerly R I
Kennedy Florence E West Haven
Kennedy Katharine M Southington
Kennedy Mary A Southington
Kennedy May M Southington
Kennedy Minnie A Southington
Kenney Winifred K Hartford
Kent Edith M Putnam
Kernick Cunegunde A Danbury
Keyes Mrs Stella Stony Creek
Kiernan Ellen A New Haven
Kilcoine Norel A Danbury
Kilduff Mary K Waterbury
King Elizabeth A Burnside R F D 1
King Marie W Derby
Kingsbury Myrtice Thompson
Kingsley Mrs Annie B Willimantic
Kingsley Daisy M Bloomfield
Kingsley Gail Bloomfield
Kiniry Nora R New Britain
Kirkpatrick Estella Cromwell
Kirtland Elizabeth E Yalesville
Klebe Elfreda New Haven
Kyle Annie D Bethel
Lagan Mrs Delia Bloomfield
Lakin Lora W Torrington
Landon Maude K Sharon
Lane Bessie C New Haven
Lane Edgar H Rowayton
Lane Emma W New Haven
Lane Mary E Meriden
Langdon Anna L Hartford
Lanphear Mabel A No Windham
Lanpher Rachel New London
Lanphier Julia R Branford
Larkin Pauline Ansonia
Larson Ellen Winsted
Lathrop Mrs Jennie M Norwich
Laurie Mabel E Hartford
Lawler Mary K Windsor Locks
Lawrence Adelaide I New Britain
Lawrence Electa R Farmington
Lawton Caroline L W Cheshire
Lawton Mary E Middletown
Leach Mary F Stafford Springs
Leahy Ellen A Ansonia
Leahy Mary E Ansonia
Leghorn Elizabeth Z New Britain
L'Heureux Alphonsine Taftville
Leonard Florence A Niantic
Lewis Carrie E Watertown
Lewis Mary R Portland
Lillis Ella Sandy Hook
Lincks Mary C Hartford
Lind Eva T Boston Mass
Lindstrom Fanny A New Haven
Lineburg Hattie M Derby
Lines Edith M Bristol
Lines Edna C New Haven
Lines Elsie L Danbury
Lines Lena A Milford
Lister Myra L Southington
Litchfield Delia C Hampton

Litchfield Helen A Chaplin
Little Harriette M Willimantic
Littlefield Ada D New Haven
Littlefield Mabel Niantic
Lockwood Edna B New Canaan
London Florence Norwalk
Long Mabel J Boston Mass
Lord Alice G Poquonock
Lord Bernice M Stamford
Lovell Ethelyn F Stratford
Lowe Florence L New Haven
Lowry Meliena E Hartford
Lucey Ellen A Middletown
Lucey Margaret Middletown
Lull Nellie May So Manchester
Lyman Margaret Waterbury
Lynch May A Meriden
Lynn Frances R Bethel
Mackrill Edith E Winsted R F D 3
Madden Eleanor M Danbury
Madden Ella L So Manchester
Madden Grace E Danbury
Madsen Maude L Southington
Maguire May I Derby
Maher Florence B Thompsonville
Maher Mary E Ansonia
Mahl Gertrude E Hartford
Mahon Katie E Meriden
Malone Mary A Norwich
Maloney Mary A New Haven
Maltby Mary A New Haven
Malumphy Genevieve Ansonia
Mansuy Julia W Hartford
Manville Emma J Waterbury
Marks Georgia F Plantsville
Marks Lulu E Plantsville
Maronn Lydia C Meriden
Marshall Clara H Windsor
Martin Helen T Ansonia
Martin Julia L Chaplin
Martin Margaret New Haven
Martin Susie M Thomaston
Mason Florence K New Haven
Mather Edith J Lyme
Mather Marcia B Deep River
Maum Mary V Ansonia
Maum Nonie C Ansonia
McAvoy Sara F So Manchester
McCaffrey Bertha Meriden
McCann Catherine E Saugatuck
McCarthy Jennie E Yalesville
McCarthy Laura J Waterbury
McClimon Annie M Norwich
McCloud Agnes Norwich
McCue Lucy A Danbury
McDonald Anna V New Haven
McDonald Kathleen M Waterbury
McDonald Martha T Bethel
McDonald Nora M Bethel
MacEntee Mary E Glenbrook
McGarry Mary V Fairfield
McGehan Elizabeth Silver Lane
McGill Mary B New Britain
M'Ginn Julia M So Norwalk
McGowan Mary E Watertown
McGowan Mary L Winsted
McGrail Ella T Franford
McGuinness Julia E Stamford
McHugh Katharine F So Norwalk
McKenna Ruth E Bridgeport
Mackenzie M Evelyn Bethel
MacKenzie Margaret F L New Haven
McKeon Mary J New Haven
McLaughlin F Ida Southington
McLaughlin Mary L Norwich
McLaughlin Mary J New Haven
MacLellan Jeanie W New Haven
McLoughlin Anna E New Haven
McLoughlin Lillian J Meriden
McLoughlin Mrs Nellie A Windsor Locks
McMahon Linda Norwalk
McMillan Elizabeth W Norwich
McNamara Jennie E Norwich Town
McNamara Josephine E Ansonia
McNamara Mary T Bristol
McNish Helen Ansonia
Meaney Anna B Danbury
Mercer Ira A New Haven
Merriam Harriet E New London
Merrill Ellen Norwalk
Mershon Laura B Montclair N J
Merwin M Adella Canaan
Metheny M Alice Waterbury
Meyer Josephine C Tyler City
Miles Elsie Morgan New Britain

Millard Kathryn Norwalk
Miller Alice Lucey Middletown
Miller Elizabeth So Manchester
Miller Sarah B Middlefield
Minor Alice T New Haven
Miskill Adelaide M Broad Brook
Miskill Agnes M Thompsonville
Miskill Zeita S Broad Brook
Mix Helen S Meriden
Molloy Anna V New Haven
Moody Jennie Hartford
Moody Pansy E Thompsonville
Moore Carolyn Newington
Moore I Marilla Robertsville
Moore Mary A West Haven
Morehouse Susan G Norwalk
Morgan Clara L Sound Beach
Moriarty Ellen A Hartford
Moriarty Katharine Hartford
Morris Helen D New Haven
Morris Sarah L Ellington
Morrissey Catherine C Gaylordsville
Morrison Hannah H Bethel
Mortimer Annie A West Haven
Morway Mrs May L Watertown
Mossman Mabel G Meriden
Mulcahy Bridget T Hartford
Mullen Katharine M Danbury
Mulligan Ellen A Hartford
Mullin Lucy G Norwich
Mulvey Helen V Willimantic
Munson Iris E Seymour
Munson Lillian I Warehouse Point
Murphy Agnes C Norwich
Murphy Agnes Mary New Britain
Murphy Elizabeth A So Norwalk
Murphy Helen L Stamford
Murphy Jane A Stamford
Murphy Kathryn J Stamford
Murphy Katherine T Stamford
Murphy Lulu L Danbury
Murphy Margaret A New Haven
Murphy Margaret E Putnam
Murphy Mary A Bozrahville
Murphy Mary J Norwich
Murphy Margaret L New Haven
Murphy Susan T Willimantic
Murray Abbie J Danbury
Murray Alice E So Manchester
Murtagh Julia F Norwich
Muse Jessie E New Haven
Nash Julia E West Haven
Neff Carolyn G Stafford Springs
Nelson Elida N New Britain
Newell Edna A So Coventry
Nolan Anna E West Cheshire
Nolan Marguerite W West Cheshire
Noonan May G Hartford
Norman Georgina New Haven
Norris Eleanor M Milford
Northrop Edith Berlin
Norton Ethel May Wallingford
Norton Minnie A Bristol R F D 2
Norton S Annie Wallingford
O'Brien Anna T Middletown
O'Brien Helen F So Norwalk
O'Brien Katherine Waterbury
O'Brien Mary Seymour
O'Brien Nona Ansonia
Ocain Marion E Falls Village R F D 1
O'Callaghan Josephine Derby
O'Connell Clara T Bristol
O'Connell Grace Wallingford
O'Connor Alice M Waterbury
O'Connor Helen I New Britain
Odenkirchen Veronica C New Haven
O'Gorman Catherine M So Manchester
Ohler Rosalie A Bethel
Olmstead Pauline I Danbury
O'Meara Tessie M Torrington
O'Neil Frances T Willimantic
O'Neill Leonora T Stamford
Osborne Harriet J Ansonia
Osgood Harriet M New Haven
Otis Bessie P Orange
Page Laura E New London
Pagnam Ellen A Wallingford
Pallman Mary R New Haven
Parker Laura A Meriden
Parsells Sara A So Norwalk
Parsons Agnes D New Britain
Parsons Emma L Hartford
Pascoe Myra A Warehouse Point
Pausch Clara A Hartford

Pausch Emily F Hartford
Peacocke Julia M Litchfield
Pearson Ida L Seymour
Pease Nellie M Tariffville
Pease Seba E Melrose
Peck Fanella E Bristol
Peck Florence E New Haven
Peck Jennie L Milford
Peck Nina E Bridgeport R F D 1
Pendleton Susan B Hebron
Pequigney Julia E Sharon
Pequigney M Nellie Sharon
Perry Fannie B Georgetown
Persons Alice S Winsted
Phelps Alice E Warehouse Point
Phillips Mrs Jennie G Waterbury
Phillips Nettie Z West Woodstock
Pierce Anna F Norwalk
Pierpont Charlotte C New Haven
Pierpont Mabel Waterbury
Pilling Mary E So Norwalk
Plant Ethel E Branford
Planten Anna S New Haven
Planten Emma M New Haven
Plunkett Anne M Norwich
Polson Cornelia M New Britain
Popolizio Mary S New Haven
Post Estelle H Westbrook
Powell Grace K New Britain
Powers Josephine E So Norwalk
Powers Josephine M Greenwich
Powers Marion F Hollis N H
Pratt Gilbert F Pomfret Center
Prindle Bertha R Sharon
Prindle Helen C Union City
Prior Katharine M Wallingford
Prior Winifred C Warehouse Point
Procknow Charlotte S Meriden
Pryer A Mabel Norwalk
Purdue Janet M New Haven
Purdy Ellen H Westport
Putnam Eliza Day Danielson
Putney Allie U New Boston
Quinlan Eleanor T Branford
Quinlan Martha A Branford
Quinn Mary A Willimantic
Quish Hanna E Union City
Raarup Theresa C So Meriden
Rahaley Henrietta Meriden
Rahaley Mary M Meriden
Rattelsdorfer Anna T New Haven
Rawson Sarah J Portland
Raymond Harriet B Bethel
Raymond May E Rowayton
Readette Mary A Hartford
Reardon Elizabeth J Ansonia
Reid Beatrice Darien
Reilly Catherine B Derby
Reimann Louise G New Haven
Relihan Ella I Norfolk
Renehan Mary H Union City
Reynolds Grace C Meriden
Reynolds Hattie A West Haven
Richardson Anna So Norwalk
Richardson Ethel E Willimantic
Richmond Florence M Meriden
Rider Alice F E Norwalk
Ridley Irene M Meriden
Rigney Marjorie C Waterbury
Riley Minnie C New Haven
Ritchie Janie K Mill Plain
Roberts Effie M Stamford
Roberts Margaret L Norwalk
Roche Grace E Wallingford
Roche Kathryn New Haven
Roemer E Wilhelmina Thompsonville
Rogers Anna E Falls Village
Rollinson Ethel A Stafford Springs
Roots Ruth M Morris
Rose Mrs Leonora E Westerly R I
Ross Margaret J Kensington
Rourke Alice M Unionville
Routh Helen A West Haven
Rozelle Lida A Woodbury
Russell Alida M Waterville
Russell E Olive West Haven
Russell Claude C Taftville
Russell Lena J Ellington R F D 1
Ryan Agnes T Stamford
Ryan Caroline A Meriden
Ryan Clara C New Britain
Ryan Margaret F Danbury
Ryan Margaret G Meriden
Ryle Helen J Stamford
Sandmeyer Martha L Cornwall Bridge

Sanford Alice M New Haven
Sardam Anna M Norfolk
Saunders Winifred Waterford
Scanlon Isabelle M Waterbury
Schmahl Catherine New Haven
Schmahl Louise New Haven
Schureman Rydie M Torrington
Schwarz Lena M Fairfield
Scofield Louise A Darien
Scollon Annie H Lyme
Scott Hannah L F New Britain
Scott Jennie L Rowayton
Scoville E May Middletown
Scoville Katherine W Middletown
Scranton Bessie L Crescent Beach
Seeley Mabel E Washington
Seery Margaret E New Haven
Segur Mary R Wethersfield
Selby Lena E Ansonia
Selby Lillian E Simsbury
Selby Maud E Simsbury
Selleck Mrs Amelia Banksville N Y
Seng Harriet L Waterbury
Service Isabelle T Norwich
Seymour Addie B Meriden
Seymour Mrs Bertha Hartford
Seymour Myrtle A Unionville R F D 2
Shamp Pearl A S Green's Farms
Shanahan Mary A G Waterbury
Shanahan Minnie E Southington
Shannon Sarah C Danbury
Shea Cecelia New Haven
Shea Frances H New London
Shea Juliana E Ansonia
Sheehan Clare A Wallingford
Sheehan Isabelle E Wallingford
Shepard May L Willimantic
Sherman Elizabeth A Norwich
Sherman Jeanette E New Haven
Sherman Robert G So Coventry R F D
Shields Julia A Danbury
Shillitto Edith B West Haven
Shortall Frances J Ansonia
Silliman Caroline New Canaan
Simms Carrie I Windsor Locks
Sinnott Elizabeth E Hartford
Slater Alice Colchester
Sloan May E Hartford
Sloat Laura M Stamford
Smith Esther L East Haddam
Smith Florence A Stafford Springs
Smith Florence M West Haven
Smith Irma L Darien
Smith Jessie New Haven
Smith Katherine A Ansonia
Smith M Louise Saugatuck
Smith Nancy J New Haven
Smith Nellie C Hartford
Smith Rose F Colchester
Smith Ruth North Haven
Sowter Alice M Windsor Locks
Spencer Mabel E No Windham
Sponheimer Gertrude I Ansonia
Sponheimer Marguerite T Ansonia
Sponheimer Mary A Ansonia
Sporer Margaretha Hartford
Staples Mabel A New Britain
Stark Mary L C Chester
Starr Alice T Middletown
Stearns Jennie V Andover
Stearns Mildred Brooklyn
Steele Julia M Ansonia
Steele Sarah M New Haven
Sternchuss Ella E New Haven
Stillman Clara M Rocky Hill
Storrs Marion Mansfield Centre
Stoughton Ellen K Hartford
Stowe Florence C Scitico
Stuart Lillian M Thomaston
Sturges Bertha L New Haven
Sturmer Frances A Meriden
Styring Lucy A East Haven
Sullivan Alice G Ansonia
Sullivan Bridget A Willimantic
Sullivan Eleanor A Thompsonville
Sullivan Elizabeth C Bristol
Sullivan Mary Willimantic
Sullivan Mary A Stamford
Sullivan Nellie M Bristol
Sullivan Nona A Ansonia
Sutherland Laura E Greenwich
Sutliffe Daisy B Plymouth
Sweeney Nora A New Haven
Sweet Elmira C Willimantic

Swindells Sara E Windsor Locks
Tanyane Annie M New Haven
Tarbox William G Norwich
Tarrant Avis A Winsted
Tatem F May Hartford
Taylor Mrs Ellis E Norwalk
Taylor Mabel H New Haven
Taylor Myrtilla P Westport
Thomas Annie L Wallingford
Thomas Augusta M Willimantic
Thompson Carrie E New Haven
Thompson Lottie J New Haven
Thompson Mabel D Waterbury
Thornberry Mrs Alice B Oronoque
Thorpe Ruby V North Haven
Thrall Alice M Windsor R F D
Thurber Grace M Brooklyn
Tibbals Carolyn S Milford
Tighe Maud A Wallingford
Tischer Elsie M New Haven
Toner Anna E Stamford
Towle Jeanne M Haddam
Tracy Mabel A Yantic
Troy Mary J Bethel
Treat Fannie New Haven
Treat Laura M Orange
Tripp Annie I Central Village
Trounson Mary P E Norwalk
Tryon Alice L Hartford
Tryon Helen G Hartford
Tucker Marguerite A Westville
Tuohey Mary V Manchester
Tuttle Edna M So Norwalk
Tuttle Elsie M West Haven
Tyler Elma M Deep River
Vanderwerken Lillian M Stamford
VanOverstraeten Adolphine M Winsted
Vaughn Annie I Thomaston
Verplanck Frederick A So Manchester
Vine Sarah M Ansonia
Vinton Mary B Buckland
VonGall Gertrude So Norwalk R F D
Wadsworth Florence M Hockanum
Waite Edith M Rockville
Waite Viola F Springfield Mass
Wakelee Grace B Danbury
Waldorf Florence N Warehouse Pt
Wall Marjorie A Hartford
Wallace Adeline S New Haven
Wallace Agnes G Branford
Wallace Maisie E Branford
Walsh Agnes M Montville
Walsh Ella C Ansonia
Walsh Julia A Ansonia
Wanzer Carrie E Danbury
Ward Alice L Seymour
Ward Gertrude L Norwich
Warfield Alice B Hartford
Warner Mary E Wethersfield
Warner Musa Deep River
Warner W Elizabeth Stamford
Washburn Ella A Hartford
Washburn Millie F Hartford
Waters Glenna E Hartford
Waters Mary C Moosup
Watrous Sarah E Middletown
Webb Helen L Waterbury
Weber Barbara S Seymour
Weber Emma A Seymour
Weberbauer Louisa E Meriden
Weed Ruby Fairfield R F D 6
Welch Agnes M New Haven
Welch Margaret A New Haven
Welch Mary C Springfield Mass
Welch Minnie C Southington
Welles Louise M Hartford
Welles Olive D Stratford
Wells Florence M Willimantic
Wheeler M Adeline Stratford
White Augusta C New Haven
White Daisy Gilead
White Fannie H So Coventry
White Grace C Ridgefield
White Margaret M Hartford
White Ruth M Putnam
Whitney Jennie M Meriden
Whiton Lucy C Hartford
Wieder Babette Hartford
Wiedl Hansine D Danbury
Wieser Emily New Haven
Wilbur Martha E Sharon
Wiley Mabel A Meriden
Williams Alice B New Britain
Williams Bessie M Hartford

Williams Helen E Canton Center
Williams May E Southington
Williamson Agnes B Bethel
Wilson Laura L Norwich
Winship Lina B Waterbury
Wixted Susanna Danbury
Wood Jennie D Meriden
Wood Jennie L Ellington
Wood Jessie M Stratford
Woodward Florence G Brooklyn
Woodward Jessie C Rockville R F D 1
Woodward Olive L New Haven
Woodworth Elizabeth R Danielson
Wright Ella L Rocky Hill
Wright Maude R New Haven
Wright Sarah E New Haven
Wrigley Eda Shelton
Wrinn Minnie E Southington
Wyman Lotta A New Haven
Yates S Etta Stratford
Yost Emma L Meriden
Young Amelia Norwich
Young Catherine A Watertown
Young Ethel C Greenwich
Young May A New Hartford
Zernitz Emilie R New Haven

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HONOR CERTIFICATES ORIGINALLY ISSUED

Beers Josephine W Danbury
Bishop Fannie A Willimantic
Brennan Katherine A New Haven
Bunce Helen J Glastonbury
Callahan Catharyn C Danbury
Clancy Helen G Danbury
Clarke Isabel S Windsor
Coughlin Grace H Danbury
Dawley Helen G Norwich
Decker Kathryn E Hartford
Dennehy Jennie E Willimantic
Devine Alyse R Danbury R F D 23
English Alice M New Britain
Francis Julia A Southport
Gaines Amy W Danbury
Garden Christian C Danbury
Gilnack Clara S Rockville
Harty Katherine T New Haven
Holstein Hattie R Danbury R F D 23
Leghorn Elizabeth New Britain
Lines Elsie L Danbury
Lockwood Edna B New Canaan
McMahon Margaret C New Britain
Miller Erma M Stratford
Mullen Catherine M Danbury
Murnane Anna C Portland
Murnane Ellen A Portland
Phelps Alice E Warehouse Point
Prior Winifred C Warehouse Point
Silliman Caroline New Canaan
Stone Harriet M New Hartford
Tryon H Gertrude Hartford
Wakelee Grace B Danbury
Ward Gertrude L Norwich
Welles Louise M Hartford
Wiedl Hansine D Danbury
Wilson L Luella Norwich
Yates S Etta Danbury

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HONOR CERTIFICATES RENEWED

Banister Addie T New Britain
Bubser Anna A Hartford
Campbell Annie N New London
Cheyney Eliza A Willimantic
Davison May E Willimantic
Estwick Mrs Josephine M Springdale
Fuller Blanche Hampton
Garde Andrew E Cromwell
Guinan Elisabeth M Hartford
Guinan Mary E Hartford
Hallen Adelaide S Lebanon
Hamlin Mary W Hartford
Hanna Leonora S New Britain
Hinds E Annette Worcester Mass
Jacobs Hattie A Willimantic
Kelley Emily W Waterbury
Kingsbury Myrtice Thompson
Lynch Elizabeth G Norwich Town
Murphy Susan T Willimantic

Phillips Jennie G Waterbury
Purdue Janet M New Haven
Quinn Mary A Willimantic
Russell Claude C Taftville
Saunders Winifred New London
Schmahl Louise New Haven
Sherman Elizabeth A Norwich
Stanton John B Norwich
Sullivan Mary F Willimantic
Taylor Myrtilla P Westport
Thomas Augusta M Willimantic
Townsend Sarah A Thompsonville
Verplanck Frederick A So Manchester
Warfield Alice B Hartford
Winship Lina B Waterbury 34

STATUTORY CERTIFICATES ORIGINALLY ISSUED

Name	Address	Certificate Valid in Town of
Adams Beulah A	New Haven	New Haven
Argall Bessie J	Ore Hill	Salisbury
Austin Elvira A	Elmwood	West Hartford
Bacon Ruth	Simsbury R F D 1	Simsbury
Bancroft Rose M	Glastonbury R F D	East Hartford
Barlow Mildred H	Manchester	South Windsor
Beers Beulah C	Lakeville	Salisbury
Blakeman Maude	North Granby	Granby
Bull Helen R	South Windsor	South Windsor
Carnes Ethel L	Waterville	Waterbury
Case Hortense I	Canton Centre	Canton
Clark Dorothea	Buckland	Tolland
Clark Sarah B	Litchfield R F D	Cornwall
Conlin Nellie A	Kensington	Wolcott
Cook Nellie H	Southwick Mass	Bolton
Cornelis Mary C	Waterbury R F D 1	North Haven
Costello Theresa V	Vernon	Vernon
Dayton Mary Urania	South Norwalk R F D	Goshen
Denton Henrietta	Guilford	New Milford
Derrickson Elizabeth M	Marbledale	Kent
Donahue Susan A	Rockville	East Windsor
Donovan Cathryne C	Norwich	Ledyard
Dowling M Alice	Rockville	Vernon
Driggs Eva M	New Hartford	Barkhamsted
Fallon Mary W	Westerly R I	Stonington
Farrell Elizabeth C	Rockville	Simsbury
Fish Eleanor	Mystic	Stonington
Fulton Myra Mabelle	Meriden	Meriden
Galinat Laura M	Burnside R F D	Middlebury
Galpin Caroline F	West Granby	Granby
Geer Hattie W	Simsbury	Simsbury
Giersch Agnes G	Collinsville	Avon
Grady Theresa R	Wolcott	Wolcott
Graves Mrs Geta C	Pine Meadow	New Hartford
Griffin Emma G	Granby	Bloomfield
Haigh Jennie A	Hazardville	Enfield

Name	Address	Certificate Valid in Town of	
Hall Ethel M	West Hartland	Southbury	
Hall Mabel A	Terryville R F D 1	Harwinton	
Hall Mabel E	Chaplin	Chaplin	
Holbrook Rosa K	Hebron	Ellington	
Hungerford Rose L	Sherman	Sherman	
Huntley L Mary	Springfield Mass	Somers	
Iffland Florence A	Torrington	Harwinton	
Johnson Florence E	Bristol R F D 3	Burlington	
Kibbe Olive J	Somers	Somers	
Kingsbury Bessie P	Rockville	Vernon	
Kneeland Julia H	Columbia	Columbia	
Lloyd Mabel M	Avon	Avon	
Mallory Margaret L	South Willington	Willington	
Manning Alice I	Glastonbury	Glastonbury	
Marsh Annabelle M	New Milford R F D 2	Bridgewater	
McCarthy Nora A	East Canaan	Salisbury	
McDonnell Katharine	New Milford	Kent	
Merwin Lucy S	Bethlehem	Bethlehem	
Minsk Anna M	Colchester	Colchester	
Murray Mary J	East Hartford Meadow	Granby	
Northrop Edna C	Still River	New Milford	
Partridge Caro Sears	Mystic	Groton	
Perry Ada E	East Hartford Meadow	Bethlehem	
Pinney Bernice Belle	Rockville	Vernon	
Powers Helena Mae	Waterbury R F D 1	Wolcott	
Randall Ruby F	Rockville	Vernon	
Rathbun Grace F	So Canterbury R F D 1	Canterbury	
Rourke Minnie V	Unionville	Bethlehem	
Sadd Pearle N	Windsorville	East Windsor	
Sanford Ruth	Unionville	Wolcott	
Scofield Marjorie A	New Canaan	New Canaan	
Seymour Mary Louise	Granby	Granby	
Shepard Claribel A	Simsbury	Simsbury	
Sheridan Eva G	Waterbury	Waterbury	
Smith Agnes A	Suffield	Bloomfield	
Stearns W Maude	Gaylordsville	Kent	
Sweeney Margaret E	Suffield	Bethlehem	
Sykes Charlotte	Whitinsville	Portland	
Terry Mrs Adela G	Collinsville	Burlington	
Thompson Caroline	Unionville	Avon	
Wales Bessie M	Hartford	Farmington	
Warren Hattie L	Terryville R F D 1	Harwinton	
Weaver Mary B	New Milford	Kent	
Wheaton Mrs Florence M	Burnside	East Hartford	
Whittlesey Mary Alice	Rockville	Vernon	
Wilcox Lucy B	Portland	Portland	8a

STATUTORY CERTIFICATES RENEWED

Name	Address	Certificate Valid in Town of
Agard Mary C	New Hartford	New Hartford
Albrecht Luna F	New Milford	New Milford
Anderson Jennie F	Kent	Kent
Barton Mrs Virginia A	New Preston R F D 2	Warren
Bates Helen C	Plainville	Farmington
Belden Addie E	Nepaug	New Hartford
Benedict Flora E	South Kent	Sherman
Burnett Cora B	New Preston	New Milford
Cables Lena S	South Kent	Kent
Carlson Selma A	Stafford Springs	Canaan
Chapman Maud E	Yantic R F D 1	Sterling
Clark Emma B	Salisbury	Salisbury
Clark Lena M	Salisbury	Salisbury
Dean Ella B	Hartford	East Hartford
Delano Henry W	New Hartford	New Hartford
Feley Marie R	Norfolk	Norfolk
Francis Maude	Collinsville	Barkhamsted
Fryer Myrtle M	South Manchester	Manchester
Gardner Ruth E	Plantsville	Plantsville
Gauthier Nettie M	Hartford	East Windsor
Gillette Mary L	Middletown R F D 2	New Hartford
Gilman Antoinette	New Hartford	Barkhamsted
Gordon Elizabeth M	South Manchester	Manchester
Green Marion L	East Hartford	East Hartford
Gregory Jennie T	Kent	Kent
Griffin Joseph W	Holliston Mass	Bethlehem
Hale Francis S	Niantic	Simsbury
Hanrahan Minnie	Unionville	Thomaston
Hatch Laura A	New Preston	New Milford
Hayes Harriette E	Granby	Granby
Herman Maude F	Winsted	New Hartford
Hilton Emma A	Hartford	East Hartford
Hogan Catherine M	New Hartford	Barkhamsted
Holmes Jeanie E	Wethersfield	Wethersfield
Hotchkiss Anna R	Norfolk	Norfolk
Huntington Maud L	Mansfield Centre R F D 2	Mansfield
Kellogg Bessie M	Canton	Canton
Lanphear Louis M	Kensington	Berlin
Latimer Mrs Grace	Colchester R F D 4	Salem
Lorch Mary E	North Kent	Kent
Lund Fanny E	New Britain normal school	
Lynch Mary A	New Milford R F D 1	New Milford
Marks Helena G	Ellington	Bloomfield
Marsh Urania H	New Milford	New Milford

Name	Address	Certificate Valid in Town of	
McGrail Margaret	New Britain	New Britain	
McNamara Katherine T	Norwich Town	East Haddam	
Merrill Donna E	New Hartford R F D 1	Canton	
Messenger Elsie J	Granby	Granby	
Morrissey Elizabeth I	Unionville	East Hartford	
Morrissey Nellie F	Unionville	Burlington	
Murphy Angela E	New Milford	New Milford	
Newton George	Gaylordsville	New Milford	
Paine Katherine	New Hartford	Burlington	
Peabody Laura E	Waterford R F D 2	Salem	
Peet Elizabeth F	Kent	Kent	
Poley Kathryne M	Winsted R F D 2	New Hartford	
Randolph Florence E	Bakersville	New Hartford	
Riddeford Gertrude L	New Milford	New Milford	
Russell Alice A	Somers	Somers	
Sandmeyer Kate	Cornwall Bridge	Cornwall	
Schmidt Claudia	South Manchester	East Hartford	
Smith Agnes M	New Hartford	New Hartford	
Spencer Howard H	Unionville R F D 2	New Hartford	
Standish Eva M	Colchester R F D 1	Colchester	
Stearns Caroline F	New Milford	New Milford	
Stewart Mrs Catharine A	New Milford	New Milford	
Strong Evelyn R	Colchester	Columbia	
Taft Julia B	Unionville	Avon	
Taylor Mary	Scitico	Bethlehem	
Teeter Luella M	Barkhamsted	Barkhamsted	
Tuttle Ethel E	Rockville R F D 3	South Windsor	
Urquhart Inze M	Forestville	Bristol	
Vining Sally J	North Granby	Granby	
Walker Ada V	New Hartford	New Hartford	
Waters Bessie A	New Hartford	Canton	
Wheaton Edith H	Manchester	Manchester	
Whiton Jennie E	Hazardville	Enfield	
Wilson Grace A	New Hartford	New Hartford	
Wollmann Gertrude	Bristol R F D 3	Burlington	79

CERTIFICATES OF SPECIAL EXCELLENCE ORIGINALLY ISSUED

Clough Herbert O	Deep River	Thompson Margaret L	Deep River	
Dowd Rachel A	Deep River	Tucker Margaret	Deep River	
Howe Florence A	Deep River			5

CERTIFICATE OF GREAT HONOR ORIGINALLY ISSUED

Schmahl Louise	New Haven	1

STATE SUPERVISORS' CERTIFICATES ORIGINALLY ISSUED

Allen DeWitt C	Hartford	Hood Walter D	Shelton	
Chapman John L	Central Village	McLean John B	Simsbury	
Clough Herbert O	Deep River	Wheatley William A	Fairfield	6

The Secretary

CONNECTICUT SCHOOL DOCUMENT

No 4 — 1908

(WHOLE NUMBER—305)

Questions used

AT

state teachers' examinations

1906 and 1907

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

ROLLIN S WOODRUFF *Governor*	New Haven
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WILLIAM G SUMNER	New Haven

CHARLES D HINE *Secretary* Hartford

ASAHEL J WRIGHT *Chief clerk*

OFFICE

ROOM 42 CAPITOL Hartford

STATE TEACHERS' EXAMINATIONS

INFORMATION

The examinations will be held on the days specified in a document entitled "Dates and places of examinations."

Special examinations will be arranged for any town at the request of the school officers.

The law now provides that a state certificate shall be accepted in place of the examination by local officers. Many towns require a state certificate.

A document [scheme of state examinations] containing information in regard to certificates will be sent upon request.

Program for elementary certificate

	First day		*Second day*	
A M	9.00 to 9.30	spelling	A M 9.00 to 11.30	history and duties of citizenship
	9.30 to 10.30	literature	11.30 to 12.30	drawing (optional)
	10.30 to 12.30	arithmetic		
P M	1.30 to 2.30	writing	P M 1.30 to 2.30	physiology
	2.30 to 3.30	reading	2.30 to 5.00	elementary science and geography
	3.30 to 5.00	grammar		
	5.00 to 6.00	music (optional)		

Program for statutory certificate

	First day		*Second day*	
A M	9.00 to 10.00	spelling	A M 9.00 to 12.30	history and duties of citzenship
	10.00 to 12.30	arithmetic		
P M	1.30 to 2.30	penmanship	P M 1.30 to 3.00	physiology
	2.30 to 3.30	reading	3.00 to 5.00	geography
	3.30 to 5.00	grammar		

Examinations begin promptly at 9 o'clock.

DIRECTIONS

1 Carefully fill out the information blank and hand it to the examiner.

2 Write the date and place of examination, *your number*, and the subject or subjects on the cover of each book.

3 Number the answers to correspond with the questions.

4 In arithmetic write the operation as well as the answer. Answers alone will not be accepted.

5 The printed questions must be placed in the book.

6 The result of the examination will probably be communicated to candidates within one month.

7 Subjects cannot be taken at any other hours than those mentioned on the program.

READING

I

1 What is reading?

2 Give clearly three reasons for teaching reading in school.

3 What is meant by *teaching* reading?

4 What is a "method" of teaching reading? Illustrate by two examples.

5 (*a*) Distinguish between oral and silent reading. (*b*) What is the value of each? (*c*) How will you conduct an exercise in silent reading?

6 Distinguish phonics from reading. State clearly the use of phonics.

7 Give titles of a few, not less than eight, poems suitable for use in the first four years of school. Give the authors.

II

1 What is reading?

2 State definitely the use of (*a*) oral reading
(*b*) silent reading

3 State the relation of reading to (*a*) phonics
(*b*) elocution
(*c*) pronunciation
(*d*) spelling
(*e*) literature
(*f*) enunciation

4 In connection with reading what will you teach about punctuation?

5 What kind of reading material will you select for children beginning to learn to read?

III

1 What is reading?

2 Why is reading taught in public schools?

3 What proportion of time should be given to reading as compared with arithmetic? Why?

4 What is meant by *teaching* reading? Give an outline of your teaching of a single lesson.

5 What is meant by *studying* a reading lesson? State clearly

what you will require of scholars when they are studying a reading lesson.

6 What is a dictionary?

7 What are diacritical marks? Give five words using diacritical marks.

IV

1 What is reading?

2 What is teacher's work in

(*a*) primary reading

(*b*) advanced reading

3 State clearly the use of phonics.

4 What is expression, emphasis, pronunciation?

5 If you teach where few books or no books are provided, what will you do for reading material?

6 In selecting reading material what should be kept in mind?

7 What is a dictionary?

V

1 What is meant by teaching reading?

(*a*) to beginners (*b*) to children who can read?

2 What part of school time should be given to teaching reading?

3 Distinguish phonics from reading; state clearly the use of phonics.

4 If you teach where few books are provided, what will you do for reading material?

5 State clearly how you would plan to use silent reading in your school.

6 Give titles of five books that a child may read in first two years of school.

VI

1 What is reading?

2 State clearly the use of

(*a*) oral reading

(*b*) silent reading

3 What is

(*a*) sentence method

(*b*) word method

(*c*) phonic method

4 How does reading compare in importance with other subjects. Give reasons.

5 What is the object of teaching reading in schools?

6 Explain briefly how you would teach reading

(*a*) to beginners

(*b*) to those who can read well

7 What is a dictionary?

How can it be used in school?

8 What are diacritical marks?

Place the proper diacritical marks over the vowels in the following words

suitable	geography
importance	circumference
literature	meridian

VII

1 What is reading?

2 Describe the principal methods used in teaching beginners to read.

3 Write a plan for a first reading lesson.

4 What part of the time should be devoted to reading in the first year of school? Why?

5 What use would you make of phonics? Describe a phonetic exercise suitable for a first grade.

6 How would you conduct an exercise in silent reading?

7 What do you do to correct poor expression, poor enunciation?

8 Describe your method of teaching a grammar grade to read a poem.

VIII

1 What is reading?

2 Why do we teach reading?

3 (*a*) What is the distinction between oral and silent reading?
(*b*) What are the uses of each?

4 State three distinguishing features of good reading material.

5 (*a*) What is a dictionary?
(*b*) What are its uses?

6 (*a*) What are diacritical marks?
(*b*) Place the proper diacritical marks over the letters in the following words
teach agitator potato general sympathy

7 (*a*) What is meant by "phonics"? Give examples.
(*b*) How related to reading?

PENMANSHIP

I

1 What is penmanship?

2 Why do we teach penmanship in the public schools?

3 How can the proper size of the letters be taught by means of copies on blackboard?

4 Make the small letters in script.

5 Make the small letters in print.

6 Make the capital letters in script.

7 Make the capital letters in print.

8 Name at least three things in addition to good letter forms that are necessary to insure a good page effect.

9 Copy in your best handwriting:—

"Gentleness and kindness will make our homes a paradise upon earth."

II

1 What is penmanship?

2 Why is penmanship taught?

3 Make the capital letters in script and in print.

4 Make the small letters in script and in print.

5 State correct position in writing.

6 When should children begin to learn to write and why?

7 Copy the following: —

"The man whom I call deserving the name, is one whose thoughts and exertions are for others rather than for himself." — Scott.

III

1 What is penmanship?

2 What is the object of teaching penmanship in school?

3 When should children begin to write?

4 In teaching penmanship what use will you make of a blackboard?

5 Name several general points you will teach to produce a good page effect.

6 Make the small letters in script.

7 Make the capital letters in script.

8 Make the small letters in print.

9 Make the capital letters in print.

IV

1 (*a*) How many spaces in height should capitals occupy?

(*b*) What should be the height of small letters in proportion to capitals?

(*c*) How far below the base line should small g's, y's, etc extend?

2 Outline briefly a lesson in writing for first grade children.

3 (*a*) In what grade would you begin to work for correct exact formation, and by what grade do you think the pupil's ideal of formation should be perfected?

(*b*) What use would you make of a copy book?

4 How much importance do you attach to position in the teaching of writing?

5 What are some of the most common and conspicuous errors you will expect to find in the writing of children?

6 (*a*) Describe the movement with which the children in the 7th, 8th, and 9th grades should write.

(*b*) Show some exercises by the use of which you will attempt to teach such a movement.

7 What good habits are facilitated by good training in penmanship?

8 Make small letters in script.
Make capital letters in script.
Make small letters in print.
Make capital letters in print.

NOTE — Your penmanship will be judged by that with which you answer these questions.

V

1 What should be accomplished by instruction in penmanship?

2 Why is position an important point to consider in training children to write?

3 To what extent would you encourage individuality in handwriting?

4 Would you use tracing with young children? If so, to what extent, and for what purpose?

5 Give some of the common faults acquired by children poorly trained in penmanship. How would you seek to correct any one of them?

6 What is the purpose of giving movement exercises?

7 Write and also print the following sentence:—
A quick brown fox jumps over the lazy dog.

8 Make the small letters in script.
Make the small letters in print.

9 Make the capital letters in script.
Make the capital letters in print.

10 What is penmanship?
Why is it taught in public schools?

VI

1 What is meant by writing?

2 Why do we teach writing?

3 Describe good position (*a*) of body (*b*) of paper (*c*) of penholding.

4 Draw lines showing ruling of paper to be used by beginners.

5 (*a*) Give a few movement exercises.
(*b*) Why are these useful?

6 State the use of the blackboard in teaching writing.

7 Make the small letters in (*a*) script (*b*) print.

8 Make the capital letters in (*a*) script (*b*) print.

VII

1 Make the capital and small letters in script.

2 Make the capital and small letters in print.

3 (*a*) Write a copy suitable in size and content for second year scholars.
(*b*) Write a copy suitable in size and content for seventh year scholars.

4 (*a*) State the advantages of forearm movement.
(*b*) In what grade would you introduce this movement? Give your reasons.

5 Is the penmanship a means or an end? Explain.

VIII

1 Tell how you would conduct a penmanship lesson in the first grade.

2 Describe what you consider to be a good writing position.

3 Name several general points you will teach to produce a good page effect.

4 What do you understand by (*a*) uniform slant, (*b*) two space letters, one space letters, (*c*) base line?

5 Make the capitals and small letters in script.

6 Make the capitals and small letters in print.

7 Plan a lesson devoted to the teaching of movement.

8 What good habits can be facilitated by well conducted penmanship lessons?

SPELLING

I

1 What is spelling?

2 Why do we teach spelling?

3 Write the possessive plural of

man	he	city
sheep	who	
eye	ship	

4 What will determine your choice of words for the spelling lesson?

5 (*a*) What is a dictionary? (*b*) What are diacritical marks? Illustrate by example.

6 Give five useful abbreviations. Use each in a sentence

7 Dictated words

I

aggravate	atom	laboratory
adequate	resistance	abyss
intimacy	Swedish	eccentric
dispense	delicacy	epoch
mountainous	discussion	physician
successful	asthma	ignore
zenith	technical	Pennsylvania
eloquence	hydrogen	siege
grandeur	barometer	government
annoyance	naphtha	grammar
accumulate	chaos	discipline
acknowledge	Cincinnati	grateful
secession	ecstasy	oval
chastise	oculist	juvenile
irritate	tincture	speech
invisible	spirit	knowledge

II

vegetation	leisure	crystal
outrageous	misspell	civilize
mystify	association	compare
casual	solitaire	version
answerable	accommodation	paragraph
martyr	irresistible	Filipinos
penitence	axle	countenance
pathos	etiquette	solicit
foible	audience	crisis
synonym	vertex	language
syntax	antecedent	disclose
ratio	complete	judgment
atmosphere	restraint	aversion
pittance	economy	indefinite
consciously	incessant	deviate
insufficient	scheme	grotesque
auxiliary	supposition	sulphur
telegraph		

II

1 What is spelling?

2 Compare oral and written spelling as to value. Give reasons.

3 From what sources do you obtain words for a spelling exercise?

4 What preparation of a spelling lesson would you have the children make?

5 What value has the dictation of sentences in a spelling exercise?

6 Write sentences using the following words:

pallet	meat	peer	current
palette	mete	pier	currant
palate	meet		

7 Dictated words

I

fallible	invincible	anxiety
aquarium	possessor	conscientious
analyze	Chesapeake	asthma
retaliate	changeable	chaos
dissuade	futile	preparation
mercenary	delinquent	defensible
souvenir	feign	furlough
studious	career	mountainous
committee	serenely	intercede
campaign	edifice	dispense
appearance	impossible	recommendation
negligent	Japanese	indispensable
facility	taciturn	synonymous
admissible	bazaar	allegory
chemical	contagion	treacherous
condense	accountable	exhilarate
synopsis	intercede	perseverance

II

positive	dependence	integer
parallel	discern	burlesque
intrigue	business	Thackeray
exhort	superintendent	mediæval
intensity	sequel	accumulate
responsible	humorous	despondent
receptacle	separation	dearth
oval	erasure	discreet
idiom	deign	approval
audible	celerity	recognition
excellence	authorize	cordiality
prominent	filial	accessible
routine	practicable	digression
gazette	erroneous	dimension
signature	incredible	tableau
appertain	peaceable	contemptible

III

1 What is spelling?

2 Why is spelling taught?

3 How will you select words for a spelling lesson?

4 What plan will you pursue to increase the child's discrimination in the use of words?

5 Put the proper diacritical marks over the vowels in the following words

intrigue	wigwam
senate	they
benefit	dance
rude	idea
fern	instrument

6 Dictated words

I

apparel	authorize	legion
cautious	avoirdupois	autumn
apiece	journey	passenger
acquiesce	forcible	neuter
weasel	worthily	exhaust
fossil	foreign	launch
seizure	obstacle	science
ascertain	inseparable	conquer
chargeable	Hayti	descendant
fortieth	characteristic	conceit
advisable	oxygen	oasis
forbearance	fertile	gracious
appertain	desirous	luxury
association	grammar	changeable
biography	honor	fatigue
preceptor	inferior	hosiery

II

dictionary	ceiling	certainly
disguise	tongue	licorice
chronometer	Pyrenees	fascinate
grandeur	labyrinth	communicate
secession	precocious	aversion
vegetable	laundry	forfeiture
trellis	chestnut	deceivable
autumn	explore	waltz
herb	bullet	inseparable
mysterious	sword	invincible
deter	tickle	proficient
secretary	murmur	skeleton
statute	parrot	connoisseur
behavior	mastiff	hygiene
literary	omelet	chaos
perception	answer	ecstasy
sequel	tomb	
necessary	wholesome	

IV

1 What is spelling?

2 Why is spelling taught in public schools?

3 State clearly the advantages of oral spelling, written spelling.

4 (*a*) What are diacritical marks?

(*b*) How are they useful?

(*c*) Use the proper diacritical marks in the following words, dividing the words into syllables

diacritical	acknowledge
separate	examination
division	

5 Use in sentences the following abbreviations

ult do cr bbl lb sq in

6 Dictated words

I

sincere	governor	occasion
history	utilize	discount
example	esteem	commerce
design	naphtha	censure
moreover	Worcester	trespass
beginning	divisible	correspond
attempt	acknowledge	sojourn
herb	receipt	feud
prevail	typhoid	ignorance
guest	preparation	twelfth
forcible	allude	pathos
earn	speak	equally

acquaint	explain	peaceable
vegetable	chastise	tragic
difference	quail	encourage
behavior	Tennessee	hygiene
void	encyclopædia	ecstasy

II

register	lettuce	nickel
argue	seizure	tyrant
genial	exquisite	misspell
capable	humorous	amiable
literature	unique	acceptable
author	chaperon	partial
science	enjoyable	lieutenant
architect	adverse	machinist
critic	impossible	confectionery
legible	adroit	dearth
immigrant	desperate	attainable
erasure	precede	campaign
desperate	excusable	syllable
liquor	debtor	Egyptian
credible	vigorous	accusation
mutual	noticeable	
fatigue	Mediterranean	

II

1 What is spelling?

2 From what sources do you select words for the spelling lesson?

3 What kinds of words should be used?

4 How should the lesson be studied by children

(*a*) in primary grades

(*b*) in intermediate

5 Which should predominate in spelling exercises oral or written spelling? Why?

6 Dictated words

I

exhilarate	tawny	humorous
irrigate	hostile	supple
ledger	sycamore	strychnine
leisure	leopard	mediæval
glacier	quotient	subtle
shepherd	preface	astringent
fragile	separate	forbade
missile	factor	neuter
shrewd	subtrahend	gingham
credible	trousseau	wren
foreigner	Marseilles	quotient

suitable	assassin	skein
machinery	forfeiture	exchangeable
stratagem	damageable	accommodation
perceptible	gratuity	cactus
obliging	deign	deficit

II

grandeur	conscientious	vicissitude
congeal	teachable	hygiene
statutory	criticise	oscillate
surfeit	studious	glacier
symmetry	chronic	surveyor
mediæval	vaccinate	confectionery
hygiene	knowledge	mosquito
chloroform	sediment	reveal
souvenir	accede	utilize
oxygen	mackerel	mortgage
companion	lieutenant	Thackeray
digestible	seizure	bouquet
governor	foreigner	clemency
grievance	draughtsman	prevalence
twelfth	liquefy	anxious
sombre	guidance	Missouri
lieutenant	fossil	grammar
humorous		

VI

1 What is spelling?

2 Why do we teach spelling in the schools?

3 Which is the more important, oral spelling or written spelling? Why?

4 In planning a spelling lesson how would you determine what words to use?

5 Give three instances of words spelled differently but pronounced the same.

6 Place the proper diacritical mark over the a in bake; the a in fat, the o in sole; the o in rock; the i in ride; the i in rid.

7 Dictated words

exhaust	impede	disciple
creature	incense	pronounce
decimal	oval	resign
achieve	laughter	poultry
excusable	juvenile	antique
debtor	twelfth	leisure
acquainted	righteous	release
parallel	myriad	passage
machinist	merchandise	grammar
wharf	despondent	guest

museum	synonym	vegetable
amiable	comparative	Tennessee
futile	sphere	language
solitary	chemical	college
deficit	emphasis	syllable
censure	title	aquarium
commerce	exclude	

VII

1 What is spelling?

2 Why do we teach spelling?

3 What is an abbreviation? Give four useful illustrations.

4 Write each of the following words in two sentences, using the word with a different meaning in each sentence:

express address
partial patient
get

5 Write words illustrating the different sounds of

a th u ou s

6 Indicate by diacritical marks the sounds of the letters in the following words:

again treaties
half hovel
cupola

7 Dictated words

I

demeanor	carriage	receivable
obstacle	initiate	colleague
agreeable	laboratory	conceal
easel	transient	aisle
leisure	acknowledgement	countenance
twelfth	ledger	ignorance
sovereign	amateur	dialogue
niece	legibility	discern
meddle	surgeon	civilize
government	remittance	dispel
hyphen	opaque	socially
contemptible	juvenile	parallel
geyser	desirable	language
preliminary	aquarium	Iowa
tortoise	counterfeit	axiom
literary	intellectual	grievance
bachelor	actor	

II

avenue	recommendation	boundary
chaos	utilize	tariff
judgment	psalm	privilege
solicit	balance	laboratory
intelligence	relieve	ogre
traitor	courtesy	acknowledge
scenery	literary	scientific
Chesapeake	separable	studious
beginning	frigid	treachery
guilty	senator	acid
idiom	mackerel	Worcester
knave	library	caterpillar
annihilate	kerosene	encore
mountain	author	succomb
Arctic	marriage	niche
malice	grammar	chorus
studio	suitable	

ARITHMETIC

I

1 Find the sum of

42.50
150.75
1420.75
995.99
640.83
885.25
789.88
24.33
965.46
5462.48
25.62
1.45
89.71

2 (*a*) From the product of 3/32 and 6 3/8 subtract the sum of 9/16 and 5/8.

(*b*) Multiply 2.006 by .0099 and divide the product by 2.2.

3 (*a*) Change 5/16 to a decimal.

(*b*) Change 2 1/2 feet to fraction of a yard.

(*c*) If eggs are 20 cents a dozen what will 9 eggs cost?

(*d*) Write table of avoirdupois weight.

4 Make out and receipt bill for

5 yds ribbon	@	62 1/2 cts
3 yds satin	@	$4.375
4 papers pins	@	12 1/2 cts
1 sun-hat	@	75 cts

5 (*a*) What sum of money invested so as to pay 4 per cent interest will yield an income of $200?

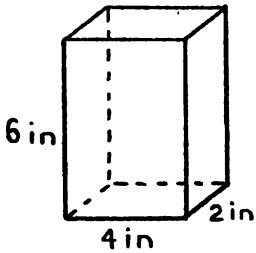
(*b*) Find the exact interest of $50 from January 2 to March 3 at 5 per cent.

(*c*) If the per cent of children between 4 and 16 years of age to the total population is 16 2/3, and the number of children is 194,000 what is the population?

(*a*) Find the entire surface of the prism indicated.

(*b*) Find its cubic inches.

(*c*) How many edges has it; what is the length of all its edges?



7 (*a*) What is a ratio — write one.
(*b*) What is a proportion — write one.
(*c*) 1/12:x::8:16. Find the missing number.

8 (*a*) Find the square root of 755161.
(*b*) Find the cube root of 357911.

9 (*a*) The window surface of a room should be 1/5 of the floor surface; what per cent is this? How many square feet of window surface should a room 28x32 ft have?

(*b*) A student failed to write correctly 22 words out of 50 in a spelling lesson; what per cent were wrong?

II

1 Find the sum of

61.4
712.8
1046.16
90461.007
888.88
76.99
51.037
789.42
7684.38
9.42
.786
99.26
167.11
23.04

2 Multiply (*a*) .01 by .01
(*b*) .01 by 1.0
(*c*) 1. by .01

(*d*) Divide .01 by .01
(*e*) " .01 by 1.

3 (*a*) What will a board 20 ft long and 9 in wide and 1½ in thick cost at $30.00 a thousand?

(*b*) Boston is 71° 4′ 9″ W longitude and Phœnix, Arizona, is 112° 1″.
When it is 6 P M at Boston what is the hour at Phœnix?

4 (*a*) Find interest at 4% on $25 from July 3 to February 5.

(*b*) Find exact interest from December 27 to July 15 on $25 at 5%.

(*c*) How much will a borrower receive at a bank if his note for $250 is discounted for 30 days at 6%?

5 Make out and receipt bill for

60	yds veiling	@ 75 cts yd
4	doz pairs hose	@ 50 cts pair
72	yds sateen	@ 37 cts yd
18	doz towels	@ $3.00 doz
200	spools silk	@ 8 cts spool
4½	yds gingham	@ 12½ cts yd

6 (*a*) Cotton seed meal contains 7 per cent nitrogen, 1.75 per cent phosphoric acid and 2.5 per cent potash. Find the amount of each in 1000 lbs; 1600 lbs; 1624 lbs; one ton.

(*b*) German emigration has declined in 20 years from 149,000 per year to 36,000. Find the per cent of decrease.

7 Find the difference between $\sqrt{50}$ and $\sqrt[3]{346}$. If possible carry to two decimal places.

8 What is a ratio? Name the terms. Express a ratio in figures.

What is a proportion? Name the terms. Express a proportion in figures.

9 (*a*) Change 9 square inches to a decimal of a yard.

(*b*) 660 feet is what decimal of a mile?

(*c*) Which occupies more space—a cord of wood or a 5 foot cube? Explain.

10 (*a*) The workmen in a factory are to have their wages increased 12½%.

The following were the old wages:—

A $80 a month	C $13 a week	E $6 a week
B $18 a week	D $1.75 a day	

How much did each receive after the increase?

(*b*) After the increase the following were the wages:—

F $69 a month	H $17.28 a week	J $1.60 a day
G $50 a month	I $2.76 a day	

How much did each receive before the increase?

III

1 (*a*) Divide .054216 by 2.008

(*b*) Multiply 3.04 by 8.702

2 Write a problem suitable for written work in multiplication of, and one in division of, common fractons. Show the steps that you would take in solving these problems.

3 In 35 lbs of cabbages there are 5¼ lbs of solid matter, the rest being liquids. How many pounds of solid matter in a ton of cabbages?

4 If hops lose 72% of their weight in drying, how many pounds of green hops will be necessary to take to produce 42 pounds of dried hops?

5 There are two places A and B distant 90° from each other. B is west of A. When it is 7 A M at A, what is the time at B?

6 Find the interest on $525 for 30 days at 6%.

7 A tax of $60,000 is to be raised on property valued at $5,000,000. What must be the rate per cent of taxation?

8 A six foot concrete walk is to be laid diagonally across a rectangular courtyard measuring 30 feet by 40 feet. How many square yards of the concrete will be needed? Draw a diagram.

9 Make out and receipt bill for the following

18 lbs steak	@ 24 cts
4½ doz eggs	@ 36 cts
3 qts molasses	@ 18 cts
1 bu potatoes	@ 75 cts
5 lbs sugar	@ 3½ cts

IV

1 Add: 15, 431, 92, 1015, 6254, 9101, 7, 19890, 706, 7006

2 (*a*) $27/35 - 4/91 = ?$

(*b*) $14/25 \times 6/19 \times 15/84 \times 95/124 = ?$

3 Divide 1/2 by .05. Divide 1.01 by 10.1

4 A dealer bought 2000 tons of coal for $9000. He sold 600 tons at $5.25 a ton. A strike then occurring, he was able to sell the rest at $6.75 a ton. What per cent did he make on his investment?

5 (*a*) How large a sum in the savings bank at 4% interest will give a yearly income of $1000.00?

(*b*) Find the exact interest on $225.00 from July 8th to April 3d at 5%.

6 The wind pressure in a hurricane has been known to be as great as 49.2 lbs per square foot. In such a storm how many tons pressure on the side of a large office building 104 ft long and 308 ft high?

7 A man building a house wishes to put a tank for water in his attic. The tank is to be 5 ft long, 4 ft wide, and is to allow for 3½ ft depth of water. Allowing 600 lbs for the weight of the tank how much will it weigh when full if 1 cu ft of water weighs 62½ lbs?

8 A bill of goods is sold for $520.00 with discount of 20% and 10% off. What is net cost?

9 (*a*) Find the square root of 151584 (*b*) Find the cube root of 997 002 999

10 Make out and receipt a bill for the following items, — 5 blank books at $2.30, 7 gross Spencerian pens at $1.12½, 15 B & S bookkeeping at $1.75, 4 reams bond paper at $3.40, 20 Townsend's Commercial law $2.87½, 12 packs plain cards at .37½, note paper and ink $2.78.

V

1 Find the sum of the following quotients

$.95 \div 10$
$200000 \div 20$
$3.65 \div 100$
$100 \div 1000$
$6 \div 60$

2 A lot of land, rectangular in shape is 186 ft long and 151 ft wide. What is its value at $10.25 a square foot?

3 A merchant sells goods to the amount of $4,200. If he allows a discount of 10% off for wholesale and later another discount of 5% for cash, what does he receive?

4 (*a*) Find the square root of 1.5129.

(*b*) Find the cube root of 19683.

5 (*a*) Find the exact interest of $50 for 63 days at 3½%

(*b*) Find the interest of $387.84 from September 18, 1890 to April 3, 1892 at 8%

6 (*a*) What is a ratio? A proportion?

(*b*) The extremes of proportion are ⅞ and 0.025. One of the means is ¼. What is the other?

7 Make out a receipted bill for the following

18 lbs steak @ 24c
4½ doz eggs @ 36c
3 qts molasses @ 18c
1 bu potatoes @ 75c
5 lbs sugar @ 3½c

8 Divide $\dfrac{3-3/8+6/5+1/12}{2/3 \text{ of } 5\ 5/7} \times \dfrac{6}{4/5}$ by $\dfrac{133}{141}$

9 A pupil who attended school 75 days during a term was marked 85% for attendance. How many days was he absent?

10 (*a*) Write table of square measure.

(*b*) Write table of liquid measure.

(*c*) How many edges has a cube? How many corners? How many faces? Draw a cube.

VI

1 Multiply 240000 by 104000. Divide the product by 160000.

2 (*a*) Write in words: .0306 .001

(*b*) Divide 1.61 by 161; multiply quotient by 16.1

3 Make out bill for following items:

10 lbs sugar @ 4½ cents a pound
6 lbs of tea @ 88½ cents a pound
8 lbs of coffee @ 32¼ cents a pound
12 lbs of currants @ 11½ cents a pound
10 lbs of rice @ 9½ cents a pound

4 Write (*a*) avoirdupois and (*b*) linear tables

(*c*) What fractional part of a mile is a rod?

(*d*) What per cent of a mile is a rod?

5 (*a*) Express the following decimally or as a rate per cent:

½% 12½% 6¼%

(*b*) Express as common fraction, smallest terms:

60% 14% 16⅔%

(*c*) What amount will yield $1.00 a day at 6%?

6 (*a*) Find square root of 1156.402
(*b*) Find cube root of 39304

7 There were 25 pupils registered in a school for a year. The total number of school days was 185. There were 158 absences recorded. What was the average attendance?

8 In a schoolroom accommodating 35 pupils and a teacher, the floor space is 30 feet by 25 feet, and the height of the room is 13 feet. What is the air space to the individual?

9 Find the entire yearly expense of running the above school for 40 weeks; items as follows:

Teacher's salary $12.00 per week
Janitor's service $4.00 per week
Coal at $6.00 per ton, averaging 1½ tons a month for 7 months
1 cord of wood at $5.00
Supplies and repairs $50.00

10 (*a*) What is the effect of dividing both dividend and divisor by the same number? Illustrate.
(*b*) How is this principle applied in shortening processes? Illustrate.

VII

1 Multiply 409,000 by 9,900. Divide the product by 4,900

2 (*a*) What is 2 per cent of ½?
(*b*) " " 10 " " " 1⅜?
(*c*) " " 150 " " " 6?
(*d*) " " 500 " " " 40?
(*e*) " " 16⅔ " " " 12?

3 (*a*) Multiply .0456 by .0039 and divide the result by 1.004
(*b*) 4×32/40×⅜×45=?
(*c*) How do you multiply by ten? (1) a whole number; (2) a fraction?
(*d*) What per cent of ⅜ is 2/7?

4 Find the square root of 401,956
" " cube " " 103,823

5 Find the entire surface of a 16-in cube

6 (*a*) What is a ratio? a proportion?
(*b*) Give reasons why scholars should form and solve proportions and analyze problems giving rise to proportions
(*c*) The extremes of a proportion are ⅞ and .025; one of the means is ¼. What is the other mean?

7 $120.00 yields $8.00 annually. What rate per cent is this? Find the interest on $50.00 from April 15 to July 17 at 5 per cent.

8 A series of photographs for a moving picture was taken in the New York Subway at the rate of 500 in 33 1/3 seconds. How many photographs were there in the series, if it was completed in 7 minutes?

9 One hundred twenty-four students entered a certain normal school one year. The following year 113 of these became seniors. Of this number 85 received diplomas, and 15 certificates; the remainder failing to complete the course. What per cent of the entire number completed the course? What per cent received diplomas? What per cent received certificates?

10 Make out and balance a cash account containing the following items

Money on hand	$12.39
" received	75.00
" paid out for 1 pair of shoes	4.50
" " " board	40.00
" " " laundry	2.00
" " " car fare	5.00
" " " lectures	3.00
" " " books	1.50
" " " "	1.20

VIII

1 Find the sum of

2444
3666
7777
8888
9999
1001
3468
7511
8899

2 (*a*) Multiply .001 by .004 and divide the product by 1.
(*b*) Divide 7 4/5 by 3 6/7 and multiply the product by 6.4.

3 (*a*) What is a ratio?
(*b*) Express a proportion.
(*c*) Write a problem which can be solved by proportion and write the solution.

4 (*a*) What is interest; (*b*) the principal; (*c*) a note?
(*d*) Find the exact interest on $75 for 31 days at ten per cent.
(*e*) How do savings banks compute interest?

5 Make out and receipt bill for

61 yds muslin	@	7½c
84 yds sheeting	@	8c
94 yds ticking	@	19¾c
10 doz hose	@	$2.24
83 yds print	@	6½c

6 (*a*) Write table of long measure.
(*b*) Write table of square measure.
(*c*) What decimal part of a yard is 7 inches?
(*d*) Draw a cube whose bases are one inch square.

7 In a schoolroom there are three windows each 5 feet x 3. If the lighting area is ⅙ of the floor area, what is the latter? If the room is 30 feet wide, what is its length?

8 A house and lot valued at $7,500 is assessed at ⅔ of its value. What tax is paid if the rate is $17.50 per thousand?

9 In addition to the tax upon the property in the preceding example, the owner pays $15 yearly insurance and $100 repairs. He gets $50 per month rent. What per cent income does his property bring him?

10 A dealer sold an automobile for $1,000 receiving $400 in cash and a note for the rest due in 3 years, interest six per cent payable semi-annually. How much interest was paid on the note?

GRAMMAR

I

1 Write four short sentences containing:—

(*a*) a predicate adjective
(*b*) a verb in the passive voice
(*c*) a verb in the active voice, progressive form
(*d*) a relative clause

2 Place the following words in sentences which will show the meaning of the words:

healthful	*plurality*
healthy	*well*
majority	*good*

3 Fill the blanks in the following sentences with the proper words:

(*a*) He . . . . like to study in the evening { don't / doesn't }

(*b*) Was it . . . . that you saw? { me / I }

(*c*) It was bought for you and { me / I }

4 Make corrections, where necessary, in the following sentences, giving briefly your reasons:

(*a*) He don't realize the importance of punctuality.
(*b*) I wish he were here.
(*c*) Whom did he ask to go?
(*d*) Whom did you say called this afternoon?
(*e*) Who is this telegram for?
(*f*) I hope everybody will do their best.
(*g*) Whom did she invite, he or I?

5 Write (*a*) a simple sentence (*b*) a complex sentence (*c*) a compound sentence — underscore the subjects and predicates in each.

6 What part of speech is each word in the following sentence:

> "There are two kinds of courage, moral and physical, and it is absolutely necessary for a boy or a man to have both if he means to keep his own self-respect or the respect of others."

Arrange in columns.

7 Describe in your own words the picture presented by the following selection:

"Hidden in the alder bushes
There he waited till the deer came;
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer come down the pathway
Flecked with leafy light and shadow"

8 Write a letter applying for a position.

II

1 (*a*) Write two sentences using the correct form of the verb with two singular subjects connected by "and."

(*b*) Write two sentences using the correct form of the verb with two singular subjects connected by "or" or "nor."

(*c*) Write the following sentences using the proper verb,—

The congregation [was — were] large
The congregation [was — were] attentive

(*d*) Write sentences containing the following words used correctly:

army	*jury*
committee	*wages*
either he or she	

2 Write sentences using the following verbs expressing present, past and future time:

stand	*sell*
begin	*break*
dive	*forget*

3 Express the following selection in your own words:

"Before her home, in her accustomed seat,
The tidy grandam spins beneath the shade
Of the old honeysuckle; at her feet
The dreaming pug, and purring tabby laid;
To her low chair a little maiden clings,
And spells in silence — while the blackbird sings."

4 Write a letter to a committee applying for a position to teach.

5 Write briefly (not more than one page) on one of the following subjects:

(*a*) State teachers' examination
(*b*) Qualifications of a good teacher
(*c*) Discipline in school

6 What part of speech is each word in the following selections? Arrange in columns

(*a*) "The mountain and the squirrel
Had a quarrel."

(*b*) "Thrice is he armed that hath his quarrel just,
And he but naked though locked in steel
Whose conscience with injustice is corrupted."

(*c*) "Sound the loud timbrel o'er Egypt's dark sea!
Jehovah has triumphed, his people are free."

7 In the following sentences

1 Write the subjects of predicates.

2 Write the modifiers.

3 Tell whether the sentences are simple, complex or compound.

(*a*) "Our birth is but a sleeping and a forgetting."

(*b*) "Give me the liberty to know, to utter and to argue freely according to conscience."

(*c*) "A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life."

8 Write the following in the possessive form:

The barking of dogs
The twitter of swallows
The sword of Achilles
The cries of the babies
The book of the children
The opinion of somebody else

9 Use correctly in sentences the following words:

affect	*effect*
healthy	*healthful*
principle	*principal*

III

1 Define: —

grammar	antecedent	participle	subject
clause	predicate	syntax	

2 Write (*a*) a simple sentence
(*b*) " complex "
(*c*) " compound "

3 Using the proper form of the verb *to be* for a predicate write

(*a*) a sentence having two singular subjects connected by *and*

(*b*) a sentence having two singular subjects connected by *or*

(*c*) a sentence having a singular and a plural subject

4 Using the proper form of *be* for predicate use the following words for subjects:

committee	phenomena
politics	physics
people	

5 Give all the forms singular and plural of

who	Charles
she	calf
man	

6 Write a sentence containing (*a*) a relative pronoun
" " " " (*b*) an abstract noun
" " " " (*c*) a transitive verb
" " " " (*d*) a verb in the passive voice
" " " " (*e*) a personal pronoun

7 Give five points of English usage on which children need especial drill.

Illustrate each by a sentence giving correct and incorrect form.

8 Write a letter to a superintendent or committee applying for a position. State your qualifications.

9 Give in your own language the substance of the following selection:

"When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation"

IV

1 (*a*) With what does English grammar deal?

(*b*) What is the practical value of this study?

2 Give the possessive plural of the following nouns: child, witness, gentlemen, mouse, deer, wolf.

3 Select from the following and arrange in columns the verbs, nouns, and adjectives:

"Tarpeia came down the narrow path, her earthen jar balanced on her graceful head, to fetch spring water for a household sacrifice"

4 Give the grammatical relation in the above sentence of the following:

jar, balanced, to fetch, water, for a sacrifice

5 Give the grammatical relation of italicized portions of the following: —

Advertising on a great scale and under a *thoroughly organized system* is a new *means* of *obtaining* population *which has been adopted in Canada.* The *methods* are explained in "Printer's Ink," a *paper devoted* to *advertising* as an art

6 (*a*) What determine correct forms for speaking and writing the English language?

(*b*) Correct all mistakes in the following sentences and give reason for correction:

He don't seem to understand the problem.
I've got a very bad cold.
Will the President's signature make the bill a law?
You can learn a child politeness more readily by a good example than by reprimands.
Neither the author or his secretary were at home.

Xanthippe was Socrates' wife.
The success of the expedition lay in Wolfe gaining the heights of Abraham undetected.
He made a memoranda of the date.
Hawthorne lived at Salem, Massachusetts.
He hadn't ought to fail.
He don't live here.

V

1 Give all the forms, singular and plural, of the following:
man lady which John I

2 Write a letter applying for a position and stating clearly your qualifications.

3 Write a sentence containing a subject and a predicate. Write another sentence modifying the subject and predicate in all the ways you can.

4 Write sentences into which you introduce the comparative of

happy	gay
idle	dry
big	ridiculous

5 Write sentences containing the past and the perfect forms of the following verbs:

ring	steal	eat	do
give	teach	hide	
ride	rise	fly	

6 Using the proper form of the verb *be* for a predicate write
(*a*) a sentence containing two singular subjects connected by *and*
(*b*) a sentence containing two singular subjects connected by *or*
(*c*) a sentence containing a singular and a plural subject

7 Write in your own language the thoughts of the following quotations:
(1) "Through tattered clothes small vices do appear
Robes and furred gowns hide all."
(2) "Fools rush in where angels fear to tread."
(3) "All looks yellow to the jaundiced eye."
(4) "Ill habits gather by unseen degrees,
As brooks make rivers, rivers run to seas."

8 Write a simple sentence,—a compound sentence,—change the latter to a complex sentence.

9 Write not less than ten lines on one of the following subjects:
(*a*) Examinations
(*b*) The schools which I attended

10 Write sentences illustrating the use of the following:
doesn't and don't
lie and lay
principle and principal
among and amid
sit and set

VI

1 Give topics (not more than five) you would use in writing an essay upon one of the following subjects: (*a*) Examinations; (*b*) The characteristics of a good teacher; (*c*) What I learned in schools below the high school; (*d*) What a child ten years old should have learned in school

2 Write a letter to a school officer applying for a situation to teach

3 Reproduce in your own language the thought of the following:

"We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart-throbs. He most lives
Who thinks most, feels the noblest, acts the best."

4 Select from the following the different parts of speech, classify them, and arrange them in column form:

"I walk unseen
On the dry smooth-shaven green,
To behold the wandering moon
Riding near her highest noon,
Like one that had been led astray
Through the heaven's wide pathless way;
And oft, as if her head she bowed
Stooping through a fleecy cloud."

5 Correct any errors in the following sentences, and explain your changes:

What do you think? Will we catch the car?
The man who I thought was the principal was the music teacher.
Neither you nor he are correct.
Sometimes he stands up when everybody else is on their knees.
This is one of the best books that has appeared in a long time.
He said that air occupied space.

6 Into what classes are sentences divided? Give an example of each class

7 Write the different forms of the verbs from which the following are taken:

bit	get	heave	forget	molten
ate	dive	shoot	swim	win

8 What is the use of the paragraph? Illustrate by referring to the parts of the paper you have written.

9 Write two sentences each containing (*a*) possessive case singular; (*b*) possessive case plural; (*c*) passive voice past time; (*d*) infinitive mode past time.

VII

1 Add as many *different* kinds of modifiers as possible to the subject and verb in this sentence:

The sun shone.

Name the kinds of modifiers.

2 Use in sentences the past participle of these verbs:

lie climb drink bite set burst go
swim break tear lay beat

3 Which pronouns change their form? To indicate what are these changes?

4 What is the use of the word "friend" in each of the following sentences:

(*a*) That man is a good friend.
(*b*) He loved his friend.
(*c*) That man, my old friend, is honest and true.

How do the verbs in (*a*) and (*b*) differ in use?

5 Substitute in the blanks the correct form of the verb *be*

(*a*) Every man among them .... courageous.
(*b*) The leader together with his army .... saved.
(*c*) "Squirrels and other fur bearers" .... written by John Burroughs.
(*d*) There .... present many men of wise counsel.
(*e*) Either of the two sisters .... an agreeable companion, both .... keen observers, and neither discontented.
(*f*) Christmas and Thanksgiving .... times of good cheer.
(*g*) You .... saying yesterday that if I .... a king I should believe all that glitters .... not gold.
(*h*) He expected last year to .... in Europe now.

Give briefly the reasons for your choice.

6 Use *shall* or *will* correctly in the following:

(*a*) He says he .... be delighted to accompany us.
(*b*) .... you go to the city tomorrow? I expect I ....
(*c*) .... you give these books to your sister?
(*d*) .... I close the door?
(*e*) They .... probably go to Boston but I .... spend my vacation here.
(*f*) They .... pay for the goods, if lawyers can make them.

7 Write an outline of at least three topics upon one of these subjects:

(*a*) Books for reading in school
(*b*) Examinations
(*c*) The schools in your town

8 State in your words the thought of the following:

"The world is still deceived with ornament. In law what plea so tainted and corrupt, but being seasoned with a gracious voice obscures the show of evil?"

9 Write a letter applying for a position to teach.

GEOGRAPHY

I

1 The Panama canal: — (*a*) where located; (*b*) reason for construction; (*c*) locate two other important canals.

2 On the accompanying outline map

(*a*) Write in each state and territory the name, using proper abbreviation. (Use script)

(*b*) At the side of each river as indicated write name, using proper abbreviation. (Use script.)

(*c*) In each body of water, including lakes, write name, using proper abbreviation. (Use script.)

(*d*) Locate and write the name of (i) three seaports; (ii) two river ports; (iii) two lake ports.

3 Where is Algiers, Caracas, Moscow, Halifax, Venice, Luzon, Ceylon, Madagascar, Iceland, Corsica?

4 What causes the difference in temperature between winter and summer in this latitude?

5 (*a*) Name the zones. (*b*) How are they determined?

6 (*a*) Where does the river Rhine rise; (*b*) in what direction does it run; (*c*) what countries does it pass through or touch in their order from its head to its mouth?

7 (*a*) What are the principal products of Connecticut? (*b*) In what part of the state is each found?

II

1 River valleys, mountains, islands: briefly state how each of these may have been formed.

2 Explain fully what night is. Why is it not dark at once after sunset and just before sunrise? Would twilight be longer or shorter in a place north of us?

3 Name five forces that are at work altering the surface features of the earth. How would you illustrate to a class that the earth's surface is at present undergoing change?

4 From what parts of the United States do these necessities come: cotton, iron ore, soft coal, anthracite, wheat, sugar, hardware, shoes, fruits, silver ore, clocks, salt, petroleum?

5 On the accompanying map of the world

(*a*) Locate and number five peninsulas, and number the peninsulas on the map and write the names with the numbers in your book.

(*b*) Similarly locate, number, and write five islands.

(*c*) Similarly locate, number, and write the following:

Mt Vesuvius, the Alps, Mt Cotopax, the Himalayas

6 Trace on the map by a pencil line a water route from (*a*) Chicago to Singapore (*b*) from Manila to London.

III

1 Name and locate nine important seaports of the United States.

2 What is the inclination of the earth's axis? If it had been

inclined 25°, what would be the width of the torrid zone (in degrees)?

3 Name ten arms of the Atlantic ocean in order, beginning at northern Europe.

4 Discuss the work of rivers in changing the earth's surface.

5 From what part of the United States is each of the following chiefly obtained: coal, sugar, wheat, cotton, salt, silver, iron, corn, cattle, petroleum?

6 How could you go by water from St Petersburg to Constantinople?

7 What conditions may modify the climate of a place? Briefly state the cause of tides.

8 Locate the following: Philippine Islands, Cape Town, St Helena Island, Yokohama, Korea, Himalaya Mountains, Yellow River, Rio Janeiro, Suez Canal, Gibraltar.

9 Draw a map of Connecticut locating ten important cities.

IV.

1 What are the principal resources of the Mississippi valley; the Appalachian highland; the New England states?

2 The location of mountain ranges is sometimes a factor in determining climatic conditions: illustrate.

3 On the accompanying map, indicate five important commercial routes.

4 Where does cotton grow most abundantly? corn? wheat? rice? coffee?

5 What countries rank among the first in supplying coal? iron? petroleum? silk? wool? hides? gold?

6 Locate San Francisco, Manila, The Danube, Liverpool, Mt Vesuvius, Yokohama?

7 The Panama canal: — (*a*) where located; (*b*) reason for construction; (*c*) locate two other important canals.

8 (*a*) Name the zones. (*b*) How are they determined?

V

1 What is meant by climate? What are the causes of variations in climate?

2 Give the government, religion, largest cities, rivers and products of Mexico.

3 What is the latitude of a place?

4 What causes day and night?

5 What parts of Europe are mountainous? What countries lie wholly or in part in lowland? What waters are west of Russia? south of Russia?

6 Locate definitely the following,— Sitka, Nova Scotia, Nome, Port Arthur, Tangier, Lake Nicaragua, Martinique.

7 What is the largest country of Asia? What physical barriers have served to separate its inhabitants from those of other countries?

GEOGRAPHY

I

1 The Panama canal: — (*a*) where located; (*b*) reason for construction; (*c*) locate two other important canals.

2 On the accompanying outline map

(*a*) Write in each state and territory the name, using proper abbreviation. (Use script)

(*b*) At the side of each river as indicated write name, using proper abbreviation. (Use script.)

(*c*) In each body of water, including lakes, write name, using proper abbreviation. (Use script.)

(*d*) Locate and write the name of (i) three seaports; (ii) two river ports; (iii) two lake ports.

3 Where is Algiers, Caracas, Moscow, Halifax, Venice, Luzon, Ceylon, Madagascar, Iceland, Corsica?

4 What causes the difference in temperature between winter and summer in this latitude?

5 (*a*) Name the zones. (*b*) How are they determined?

6 (*a*) Where does the river Rhine rise; (*b*) in what direction does it run; (*c*) what countries does it pass through or touch in their order from its head to its mouth?

7 (*a*) What are the principal products of Connecticut? (*b*) In what part of the state is each found?

II

1 River valleys, mountains, islands: briefly state how each of these may have been formed.

2 Explain fully what night is. Why is it not dark at once after sunset and just before sunrise? Would twilight be longer or shorter in a place north of us?

3 Name five forces that are at work altering the surface features of the earth. How would you illustrate to a class that the earth's surface is at present undergoing change?

4 From what parts of the United States do these necessities come: cotton, iron ore, soft coal, anthracite, wheat, sugar, hardware, shoes, fruits, silver ore, clocks, salt, petroleum?

5 On the accompanying map of the world

(*a*) Locate and number five peninsulas, and number the peninsulas on the map and write the names with the numbers in your book.

(*b*) Similarly locate, number, and write five islands.

(*c*) Similarly locate, number, and write the following:

Mt Vesuvius, the Alps, Mt Cotopax, the Himalayas

6 Trace on the map by a pencil line a water route from (*a*) Chicago to Singapore (*b*) from Manila to London.

III

1 Name and locate nine important seaports of the United States.

2 What is the inclination of the earth's axis? If it had been

inclined 25°, what would be the width of the torrid zone (in degrees)?

3 Name ten arms of the Atlantic ocean in order, beginning at northern Europe.

4 Discuss the work of rivers in changing the earth's surface.

5 From what part of the United States is each of the following chiefly obtained: coal, sugar, wheat, cotton, salt, silver, iron, corn, cattle, petroleum?

6 How could you go by water from St Petersburg to Constantinople?

7 What conditions may modify the climate of a place? Briefly state the cause of tides.

8 Locate the following: Philippine Islands, Cape Town, St Helena Island, Yokohama, Korea, Himalaya Mountains, Yellow River, Rio Janeiro, Suez Canal, Gibraltar.

9 Draw a map of Connecticut locating ten important cities.

IV.

1 What are the principal resources of the Mississippi valley; the Appalachian highland; the New England states?

2 The location of mountain ranges is sometimes a factor in determining climatic conditions: illustrate.

3 On the accompanying map, indicate five important commercial routes.

4 Where does cotton grow most abundantly? corn? wheat? rice? coffee?

5 What countries rank among the first in supplying coal? iron? petroleum? silk? wool? hides? gold?

6 Locate San Francisco, Manila, The Danube, Liverpool, Mt Vesuvius, Yokohama?

7 The Panama canal: — (*a*) where located; (*b*) reason for construction; (*c*) locate two other important canals.

8 (*a*) Name the zones. (*b*) How are they determined?

V

1 What is meant by climate? What are the causes of variations in climate?

2 Give the government, religion, largest cities, rivers and products of Mexico.

3 What is the latitude of a place?

4 What causes day and night?

5 What parts of Europe are mountainous? What countries lie wholly or in part in lowland? What waters are west of Russia? south of Russia?

6 Locate definitely the following,— Sitka, Nova Scotia, Nome, Port Arthur, Tangier, Lake Nicaragua, Martinique.

7 What is the largest country of Asia? What physical barriers have served to separate its inhabitants from those of other countries?

8 From what localities of the United States are the following products obtained,—wheat, copper, petroleum, lumber, cotton, iron, gold, tobacco, corn?

9 What is the great basin of North America? Describe its climate, its rivers, its lakes. What large city lies in it?

10 What is the effect of mountains upon rain-fall? Give two illustrations.

VI

1 Locate the fertile and arid regions of the United States and state the causes.

2 What are some factors causing difference in climate?

3 Where are the following products found in United States:
coal iron cotton wheat sugar lumber?

4 Through what countries does the equator run?

5 Draw a map of Connecticut showing rivers and important cities.

6 Name some of the leading products of Connecticut and state where each is found.

7 Locate the following:

East Indies	West Indies	Brazil
Nile	Japan	Rome
Paris	London	

8 Locate:

New Orleans	San Francisco	Buffalo
St Louis	Montreal	Galveston
Cleveland	St Paul	

9 Name five leading commercial nations of the world.

VII

1 Name and locate the colonial possessions of the United States.

2 (*a*) What is the equator; tropic of Cancer; Arctic circle?
(*b*) How must a place be situated to be in north latitude?
(*c*) How must a place be situated to be in east longitude?

3 Indicate on map the following areas; (*a*) wheat (*b*) corn (*c*) cotton (*d*) cattle (*e*) coal (*f*) petroleum (*g*) copper.

4 On the same map print name of each state in its proper place.

5 (*a*) Through what states does the Missouri river pass and what states does it separate?

(*b*) Locate and indicate on the map (i) Niagara falls (ii) Minneapolis (iii) Yellowstone park (iv) Savannah (v) Jamestown.

6 Where are the following; (*a*) Holland (*b*) Ceylon (*c*) Congo free state (*d*) Manchuria (*e*) Guatemala (*f*) Honduras?

7 State in an orderly way the conditions which affect the climate of a country. Apply your statements to Connecticut.

VIII

1 Explain the climatic difference between the areas on opposite sides of the Sierra Nevada mountains.

2 Give two reasons for the cold of winter; the warmth of summer.

3 What is meant by latitude and longitude? How is each reckoned?

3 Name ten cities of the United States that you regard as leading cities and state briefly for each why you so regard them. In the same way name five cities of Europe.

5 Name five useful substances obtained from the earth in Connecticut.

6 Name five important rivers of the earth, stating into what each empties and one important fact connected with each.

7 How wide in degrees is the torrid zone? What lines mark its boundaries and how is each determined?

8 On the accompanying outline map

(*a*) Trace the route a cargo of wheat takes in coming from Chicago to New York.

(*b*) Write in each state and territory the name, using proper abbreviation.

(*c*) In each body of water, including lakes, write the name, using proper abbreviation.

HISTORY

I

1 (*a*) Why did the colonies rebel against England? (*b*) What nations helped the colonies and how? (*c*) In connection with the war state something about Lexington, Yorktown.

2 Give an account of Benjamin Franklin and state why he was useful to this country and to the world.

3 Connect with an important historical event the following places:— (*a*) Saratoga (*b*) Philadelphia (*c*) Valley Forge.

4 (*a*) When did the civil war break out? (*b*) What did the South try to accomplish? (*c*) Name the seceding states. (*d*) What was "Reconstruction"? (*e*) What was settled by the war?

5 State clearly the special importance of the battles of Bunker Hill and Gettysburg.

6 Name five men who in your opinion did the most for this country during the nineteenth century; give reasons including a brief account of the public service of each.

7 Connect with a period or event in our history the following men:—

Thomas Jefferson	Daniel Webster
Alexander Hamilton	Henry Clay

8 (*a*) What territory was acquired as the result of the

Spanish-American war? (*b*) Tell where these acquisitions are located, giving latitude and longitude. (*c*) How are they governed? (*d*) Ought they to be made a part of the United States or not? Give reasons for your opinion.

9 Give reasons for the study of history in the public schools. Mention five books for supplementary reading for the period 1775-1800.

II

1 What land did Columbus first discover? Who first discovered the mainland of America?

2 Locate:

Valley Forge	Vicksburg
Yorktown	Chicago

Connect with each an important event and give the date.

3 The northwestern territory (*a*) how ceded to the United States?

(*b*) what states now?

4 Write not less than five lines about each of the following:
Thomas Hooker Israel Putnam Jonathan Trumbull

5 From what king did the colony of Connecticut get her charter? Tell of the attempt to take away the charter. Why were the people of Connecticut so anxious to retain it?

6 What would you teach as the causes of the revolutionary war?

7 What is meant by the Declaration of independence?

8 What caused the war of 1812?

9 Explain why slavery existed in the south but not in the north in 1860.

10 What are the two great political parties in the United States and for what in the main does each stand?

III

1 (*a*) What is history?

(*b*) Name two reference books in United States history for the teacher's use and two books of supplementary reading for children.

2 What European nations claimed territory in North America in the seventeenth century? Name an explorer of each nation and state the region visited by him.

3 Where were the early English settlements in Connecticut? Name two noted sons of Connecticut and state the service of each.

4 State the acquisitions of territory by the United States since the civil war.

5 What is the significance of the following in the United States history:

(1) "Taxation without representation"

(2) The thirteenth amendment

(3) The destruction of the Spanish armada
(4) Trusts
(5) Civil service reform

6 Name five important events between 1820 and 1860 which had influence upon the civil war and give a brief account of one.

7 For what are the following men noted:
James Madison Daniel Webster Robert Fulton
Roger Williams George Rogers Clark Thomas Jefferson

8 Name a town or city of historic importance in Virginia, Massachusetts, Pennsylvania and connect with it some historic event.

IV

1 (*a*) What is the greatest benefit to the child from studying history?

(*b*) Name four valuable books of reference for study of United States history, and five books for supplementary reading about the heroes or picturesque customs of our country

(*c*) Name three famous speeches of American history.

2 Connecticut:

(*a*) What is meant by the Western reserve territory?

(*b*) State its connection with the common schools of Connecticut.

(*c*) State two important facts concerning the charter of Connecticut.

3 What were three important political questions in the period 1830-1860?

Discuss one briefly, and name two statesmen in connection with it.

4 Connect the following men with history:
De Soto, Vespucius, Raleigh, Lincoln, Edmund Burke, Thomas Jefferson.

5 Name eight settlements of English people in America in the seventeenth century, a leader of each settlement, and the motives for colonization.

6 Show how an invention has aided the development of the west.

7 What is the significance of the following topics?
(*a*) Defeat of the Spanish armada
(*b*) Declaration of independence
(*c*) The emancipation proclamation
(*d*) Carpet-bag government

8 From what nations has this country acquired territory west of the Mississippi during the nineteenth century?

Give the name of the territory and the manner of acquisition in each case.

V

1 Name four great explorers of France and England, and state territory in America visited by them.

[illegible]

[illegible] in American his-

[illegible] work of each.

[illegible] by the United States [illegible]

[illegible] Louisiana purchase?

[illegible] during the period [illegible]

[illegible] political parties of the [illegible]

[illegible] in the formation of [illegible]

[illegible] of the south to the [illegible]

[illegible] days affected the [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] these men

Abraham Lincoln; Benjamin Franklin; Eli Whitney; J G Whit-[illegible]; John Quincy Adams; Henry Hudson; Robert Fulton.

2 *What* [illegible] England gain in America by the French and Indian war?

3 *What colonies* did the territory, now the states of Connecticut and Massachusetts, include in 1660?

State the work of five eminent men in these colonies.

4 *Name* five important events, in order of time in the period 1763-1820.

Give two arguments made in that period against slavery.

5 What lands now possessed by the United States were formerly owned by Spain, and how were they acquired from Spain?

6 State two events which influenced the settlement of the Pacific coast. Name three pioneers in the settlement of the middle west.

7 Name three important events in the period of reconstruction.

8 For what is Concord, Mass, noted? Jamestown, Virginia?

9 What is meant by the tariff; by expansion?

10 Name two great American speeches and state their occasion.

VII

1 What two [illegible] of North America now included in the United States was held by the French? by the Spanish? by the Dutch? [illegible] for which is the year 1607 famous?

(*b*) Name four important events in our history between 1800 and 1860?

3 For what are these men noted:

Roger Williams	Henry Clay
Abraham Lincoln	Patrick Henry
John Greenleaf Whittier	John Quincy Adams

Paul Jones

4 Show how an agricultural product has influenced the political history of the United States.

Name three inventions which have changed our history.

5 (*a*) Name two men of courage and their work in the settlement of

(1) Connecticut
(2) Virginia
(3) the Middle West

(*b*) Mention three colonial industries.

(*c*) Name an incident that serves for a good colonial story for story telling.

6 What is meant by the following:

Expansion	The Spanish armada
The Boston tea-party	Squatter sovereignty
State rights	Protection
Gettysburg	Lewis and Clark exposition

VIII

1 What European nations took part in the exploration of North America and what territory was claimed by each?

2 Locate: Valley Forge, Yorktown, Vicksburg, Chicago; connect with each an important event and give the date.

3 Write not less than five lines about each of the following:
Thomas Hooker Israel Putnam Jonathan Trumbull.

4 Write not less than ten lines about each of the following:
Andrew Jackson Abraham Lincoln Louis Agassiz.

5 Write not less than ten lines about two influential inventions.

6 What questions were decided by the war for the union?

7 Under what circumstances did Louisiana become a part of the United States? Alaska? Texas? Northwest territory? Philippine Islands?

8 In what way have the following questions been settled:

(*a*) The right of a state to secede
(*b*) Extension of slavery in the territories
(*c*) Alabama claims
(*d*) In framing the constitution, whether the state or the people should be represented

9 What was the origin of the Connecticut school fund and how is the income distributed?

10 Compare the methods of travel and transportation in 1906 with those in 1804. Name some important influences resulting from the introduction of the steamboat and the railroad.

CIVIL GOVERNMENT

I

1 What is law? State the substance of one.
Where are the laws of this state to be found?
To whom do laws apply?

2 What is meant by the legislature? How is it chosen?

3 Mention three things a governor, a judge, and a school visitor may do: refer to your authority.

4 How can the constitution of Connecticut be changed?

5 How are taxes laid and collected in your town and for what purposes is the money expended?

6 Draw a map of Connecticut indicating counties, rivers, and cities.

II

1 Name two important functions commonly exercised by state, county, town, city, school district.

2 (*a*) How many different taxes may a citizen owning real estate be called upon to pay.

(*b*) Do persons pay taxes who do not appear on the tax list? Explain.

3 In a town having the district system name two important duties of district committee: two of board of school visitors.

4 Where may school laws be found?

5 (*a*) Where was modern representative government established?

(*b*) Why is representative government necessary in a democracy?

(*c*) What evils may attend this form of government and how may they be remedied?

6 Explain the following: executor, quorum, plurality, lien, will, grand list.

7 What are laws relating to attendance registers, state aid for small towns, superintendence, examination of teachers?

8 Draw a map of Connecticut.
Locate counties, rivers, county seats, cities.

III

1 What is a law? State the substance of one?

2 (*a*) How many different taxes may a citizen owning real estate be called upon to pay?

(*b*) Do persons pay taxes who do not appear on the tax list? Explain.

3 (*a*) How is the governor of Connecticut elected?

(*b*) How is the president of the United States elected?

4 State the substance of the law relating to attendance of children at school — relating to employment of children.

5 State the meaning of the following words — town, state, nation, government.

6 What are the executive officers of a town?
7 Mention four duties of a citizen.
8 What are the legal duties of teachers?
9 Explain the following — executor, quorum, lien, grand list.
10 Draw a map of Connecticut, locating counties, rivers, cities.

IV

1 (*a*) Who can vote in Connecticut?
(*b*) What is the justification of the fact that some persons can vote but not others?
2 State the law relating to the instruction, attendance and employment of children.
3 Give duties of towns with regard to
(*a*) schools
(*b*) roads
4 Name the political divisions in which your home is located.
5 How can the constitution of Connecticut be changed?
6 What are the duties of teachers with reference to school registers?
7 What is naturalization and to whom does it apply?
8 What business is usually transacted at a town meeting?
9 What are the sources of support for (*a*) a Connecticut town (*b*) the state of Connecticut (*c*) the United States?
10 Draw a map of Connecticut locating counties, rivers and cities.

V

1 What is the law relating to teaching the duties of citizenship?
2 What is a citizen?
3 What are the duties of a citizen?
4 (*a*) What is a constitution?
(*b*) How does a constitution differ from a law?
5 What is a tax?
6 For what are taxes used? Give an example.
7 What right has the government to take money forcibly from individuals?
8 What is meant by the legislature and how is it chosen?
9 Draw a map of Connecticut giving counties, rivers, and cities: indicate on the map the town in which your home is

VI

1 What are the legal duties of a teacher?
2 How is a law made in Connecticut?
3 In what different ways do the senate and house of representatives represent the people of the state?
4 Illustrate the exercise of power in the same city by town, city, state and national government.
5 Suggest five topics suitable for children's lessons in civil government.
6 Why should lessons in civil government be given to children?
7 Draw a map of Connecticut showing leading cities and location of counties and rivers.

VII

1 What is the state law relating to teaching civil government?

2 Name the school officers and their duties in a town having the district system; in a town having the consolidated system.

3 What is the law relating to the keeping of school registers?

4 What is the law relating to attendance?

5 Draw a map of Connecticut showing leading cities and location of counties and rivers.

6 For what purposes does a city raise taxes? a town?

7 What is the difference between state laws and the constitution?

PHYSIOLOGY

I

1 (*a*) Kinds of food.
(*b*) Purposes of food.
(*c*) Amount of food needed.
(*d*) Comparative value of different kinds of food.

2 (*a*) What is the purpose of circulation?
(*b*) What is the duty of the heart?
(*c*) Why do we feel warm after running?

3 (*a*) How does the blood get oxygen from the lungs?
(*b*) How is air drawn into the lungs?
(*c*) What are the objects of ventilation?
(*d*) Of what use is the larynx?

4 (*a*) What is the difference between a stimulant and a narcotic?
(*b*) What are the reasons for avoiding alcohol?

5 What is the law relating to the teaching of physiology and hygiene in this state?

6 (*a*) What is the brain?
(*b*) What are its duties?
(*c*) What is meant by reflex action?
(*d*) How is the brain connected with habits?

II

1 (*a*) How does air get into the lungs?
(*b*) What four things happen to the blood in the lungs?
(*c*) How is the heat of the body regulated by the lungs?

2 (*a*) What is the purpose of circulation?
(*b*) What is the duty of the heart?

3 (*a*) Why do we need food?
(*b*) What are the classes of food? What does each class furnish to the body?
(*c*) Why is plain food more healthful than rich food?

4 (*a*) How does the brain get a knowledge of the world?
(*b*) What is reflex action?

(*c*) What connection between reflex action and habits?

5 (*a*) What is a stimulant?

(*b*) What is a narcotic?

(*c*) What effect has alcohol on digestion?

6 What is the law relating to the teaching of physiology in the public schools?

III

1 (*a*) Of what parts does a tooth consist?

(*b*) What causes a tooth to decay?

2 (*a*) How does the stomach digest the food?

(*b*) Of what use is the liver?

3 (*a*) What is the purpose of circulation?

(*b*) What are the arteries?

(*c*) What are the capillaries?

4 (*a*) How does the blood get oxygen from the lungs?

(*b*) What does the blood do with the oxygen it takes from the lungs?

(*c*) What are the purposes of ventilation?

5 (*a*) What effect have exercise and lack of exercise on the muscles?

(*b*) What are the best kinds of exercises?

6 What is the law relating to the teaching of physiology and hygiene in the public schools?

7 (*a*) In what ways can the mind be cared for?

(*b*) Why is sleep necessary?

8 What are the reasons for avoiding alcoholic drinks?

IV

1 Name five classes of foods, stating the general use of each in the body

2 (*a*) By what means is air breathed into the body? For what purpose?

(*b*) Explain the danger of carelessness in breathing

(*c*) What would you do to help children correct this fault?

3 Why should children exercise freely? Briefly state what you would recommend as good exercise for children, and give reasons.

4 Fully explain why the skin should be thoroughly cleaned often.

5 What does the law require in connection with the teaching of physiology?

6 (*a*) What is a stimulant? (*b*) a narcotic?

(*c*) What is the effect of each?

7 (*a*) How does the brain get a knowledge of the world? (*b*) What is reflex action?

(*c*) What connection is there between reflex action and habits?

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1 What is the state law relating to teaching civil government?

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4 (*a*) How does the brain get a knowledge of the world?
(*b*) What is reflex action?

2 (*a*) Give a short description of the brain and tell its uses. (*b*) What is reflex action and how related to school work?

3 Describe the organs of speech. Apply your description to phonic drill.

4 (*a*) Why do we eat? (*b*) Give a general rule as to when we should eat; (*c*) what is the purpose of cooking food? Illustrate.

5 (*a*) What is a stimulant? Give examples. (*b*) a narcotic? Give examples. (*c*) What is the effect of stimulants? of narcotics?

6 (*a*) What is the structure of the skin? (*b*) What are the uses of the skin?

LITERATURE

I

1 (*a*) What is the purpose of literature in the elementary schools?

(*b*) Name the different types of reading, as fiction, to be given to children.

(*c*) Give as examples of each kind three books that every child should know.

2 (*a*) Give the setting and lesson of the Cotter's Saturday night.

(*b*) Write a character sketch of the father.

(*c*) Discuss (1) Burns' feeling for man.
(2) Burns' knowledge of the outdoor world.

(*d*) Illustrate by reference to the Songs and the Cotter's Saturday night.

3. Write on A or B.

A Name five poems in the Child's garden of verses.
Write on the appropriateness of the poems for use in school.
Give your opinion of Stevenson's feeling toward children.

B Give three advantages from reading Lady of the lake or the Talisman in school.
Give a brief summary of the plot of one of these.
Compare Burns and Scott in respect to
(*a*) Subjects which each poet wrote about.
(*b*) Expression of feeling.

II

Answer the questions in two of the three groups

Group 1

1 Compare and contrast the home life given in Snow-bound with that given in the Cotter's Saturday night.

2 Characterize by three appropriate adjectives Burns' father, Burns' mother, Whittier's father, Whittier's mother, and the schoolmaster in Snow-bound.

3 Name six poems in the Child's garden of verses.

What qualities make the Child's garden of verses appropriate for school use?

V

1 Name five classes of foods, stating the general use of each in the body.

2 (*a*) How does the blood get oxygen from the lungs?

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(*c*) What are the purposes of ventilation?

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(*b*) What are the arteries?

(*c*) What are the capillaries?

4 (*a*) How does the brain get a knowledge of the world?

(*b*) What is reflex action?

5 What is meant by

cerebrum	thorax
red corpuscles	vein
diaphragm	oxidation

pepsin

6 What is the law relating to the teaching of physiology and hygiene in the public schools?

7 (*a*) What is the difference between a stimulant and a narcotic?

(*b*) Mention two stimulants; two narcotics

(*c*) Outline a lesson on stimulants which you would give to children eight years and older

VI

1 What is the law relating to teaching physiology in public schools? Why is it taught?

2 Describe the process of breathing.

3 (*a*) Why is pure air necessary to successful mental effort?

(*b*) What is impure air?

4 (*a*) What guides have we as to what we shall eat?

(*b*) Give a general rule as to when we should eat?

(*c*) What is the purpose of cooking food?

5 (*a*) What is a stimulant? Give examples

(*b*) What is a narcotic? Give examples?

(*c*) State the effects of each.

(*d*) What will you teach about the effects of each?

6 (*a*) Give the uses of the teeth.

(*b*) Give directions as to their care.

7 (*a*) What are the parts of the brain? Draw a diagram.

(*b*) How does the brain get a knowledge of the world?

(*c*) What is reflex action?

(*d*) What is habit?

VII

1 State the law relating to the teaching of physiology in the public schools.

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What qualities make the Child's garden of verses appropriate for school use?

Group 2

1 What is the historical setting of the Talisman?

2 Write a short character sketch of your favorite character in the Talisman.

3 Name six poems in the Tent on the beach.

What was Whittier's idea of heaven as expressed in the Brother of mercy?

Group 3

1 What four questions does Huxley answer in his essay on the educational value of the natural history sciences? Give his answers.

2 (*a*) Show clearly what Emerson means by "manners."

(*b*) What does he consider the power of manners?

(*c*) What is the basis of good manners?

(*d*) What one topic is forbidden to all well-bred people?

(*e*) What one precept does Emerson give to aid us in acquiring good manners?

3 Give five thoughts from Emerson's essay on Courage.

4 Give the picture of the 16th century Scottish life suggested to you by the Lady of the lake.

III

Answer the questions in two of the three groups

Group 1

1 "To you I sing, in simple Scottish lays,
The lowly train in life's sequestered scene;
The native feelings strong, the guileless ways"

Show that Burns does this in his Cotter's Saturday night

2 Who are the members of the Snow-bound family?

Characterize five of them by three appropriate adjectives each.

3 Describe one poem in the Child's garden of verses, noting those qualities that make it appropriate for school use.

Group 2

1 Scott says that the singular contrast afforded by the characters of Richard I and Saladin led him to write the Talisman.

Contrast these characters, citing incidents to prove your points.

2 What thought is expressed in the Brother of mercy? In the Grave by the lake? Give the story of Abraham Davenport.

Group 3

1 Give the four steps in the Scientific method. Mr Huxley answers four questions in his essay — what are the questions, and what are the answers to them?

2 What are "manners"? What is their basis? What is courage? How gained? Give five more thoughts from the essays Courage and Behavior.

Give briefly the story of the Lady of the lake.

3 Give a short sketch of the character of Ellen.

IV

I 1 What is your purpose in teaching literature?
2 What standard do you use in selecting literature for children?
3 Name six poems every child should know.

II Whittier
1 Give a brief sketch of his life.
2 State the poems you would use in teaching children.
3 Snow-bound
(*a*) Give the general idea of the poem.
(*b*) State its value as character study.
(*c*) What are the moral teachings of the poem?
(*d*) What descriptions in particular are to be noted?
4 Name five poems in Tent on the beach.
5 Give outline of the Barefoot boy and quotation from same.

III Burns
1 Describe the Cotter's Saturday night, giving the chief thoughts, incident and sentiment of the poem.
2 Compare and contrast the home life given in the Cotter's Saturday night with that given in Snow-bound.

IV Stevenson
1 Name six poems in the Child's garden of verses.
2 To what grades are Stevenson's poems best adapted?
3 Give reasons for your answer.

V

I Whittier
1 State your purpose in having children read Snow-bound.
2 Outline this poem.
3 Describe one of the word pictures in Snow-bound.
4 Give the general idea of the Barefoot boy; or of Barbara Frietchie.
5 To what extent would you use biography in Whittier study? Why?

II Burns
1 Give a brief sketch of Burns's life.
2 Outline the Cotter's Saturday night.
3 State your reasons for using this poem with children.
4 Name three other representative poems of Burns, and tell what each represents.
5 Quote a passage from Burns, and express the thought in your own words.

III Goldsmith
1 Wherein lies the charm of this author?
2 Describe the *vicar*, or the *village preacher*.

Group 2

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Give briefly the story of the Lady of the lake.

3 Give a short sketch of the character of Ellen.

2 How can you tell whether a gas is O, H, N, or CO?

3 Tell how chemistry is related to bread-making?

What is baking powder used for? What constitutes good baking powder?

4 What is the difference between ammonia and ammonium hydroxide? lime and limestone? steel and iron? oxygen and ozone? cooking soda and saleratus?

5 What are the parts of a candle flame and what occurs in each part? Give simple experiments you are prepared to perform that teach the above facts.

PHYSICS

1 What value do you assign to this study in the common schools?

State clearly your belief under the following heads

(*a*) observation

(*b*) reasoning from cause to effect

(*c*) culture

2 Make a drawing to show how a button, bell, and battery must be set up so that when the button is pushed the bell will ring: Indicate the current in all the objects.

3 Make a drawing of a "still" and explain how it works.

In what industrial processes is distillation employed?

4 Give an experiment with drawing that you are prepared to perform that shows that air can be compressed. State what use to make of this property in every-day life.

5 When a stone falls, how much does the earth rise to meet it? What is unstable equilibrium? Why does a load tip over more easily on a side hill than on level ground?

GEOLOGY

1 How do you distinguish the following minerals,— quartz, feldspar, calcite, gypsum, barite, and halite?

2 What was the last great geological disturbance in this region and what are the common signs of its activity that you are prepared to point out to your pupils?

3 Give a number of the evidences that the earth's crust rises and sinks.

What effect have these changes on shore lines?

4 Tell how a river widens its valley. Discuss the activity of a river in its flood plain.

5 What are the rocks that are built up under water? Give the evidence that proves that they are of this origin.

BOTANY

1 Discuss the conditions that seeds require in order to germinate.

2 Discuss the four functions of roots.

CIVIL GOVERNMENT

I

1 What is law? State the substance of one.
Where are the laws of this state to be found?
To whom do laws apply?

2 What is meant by the legislature? How is it chosen?

3 Mention three things a governor, a judge, and a school visitor may do: refer to your authority.

4 How can the constitution of Connecticut be changed?

5 How are taxes laid and collected in your town and for what purposes is the money expended?

6 Draw a map of Connecticut indicating counties, rivers, and cities.

II

1 Name two important functions commonly exercised by state, county, town, city, school district.

2 (*a*) How many different taxes may a citizen owning real estate be called upon to pay.

(*b*) Do persons pay taxes who do not appear on the tax list? Explain.

3 In a town having the district system name two important duties of district committee: two of board of school visitors.

4 Where may school laws be found?

5 (*a*) Where was modern representative government established?

(*b*) Why is representative government necessary in a democracy?

(*c*) What evils may attend this form of government and how may they be remedied?

6 Explain the following: executor, quorum, plurality, lien, will, grand list.

7 What are laws relating to attendance registers, state aid for small towns, superintendence, examination of teachers?

8 Draw a map of Connecticut.
Locate counties, rivers, county seats, cities.

III

1 What is a law? State the substance of one?

2 (*a*) How many different taxes may a citizen owning real estate be called upon to pay?

(*b*) Do persons pay taxes who do not appear on the tax list? Explain.

3 (*a*) How is the governor of Connecticut elected?

(*b*) How is the president of the United States elected?

4 State the substance of the law relating to attendance of children at school — relating to employment of children.

5 State the meaning of the following words — town, state, nation, government.

2 Give some evidence to show that frost has no direct part in autumn leaves.

3 Draw in outline a leaf of maple, oak, clover, chestnut, horse-chestnut.

4 What part of the plant is represented by flax? cotton? opium? potatoes? strawberries?

5 Botanically what are "tassels" of corn? "silk" of corn? willow "pussies"?

6 Draw diagram of the cross-section of an exogenous and of an endogenous stem. Name the parts shown.

7 What portion of the stem of an old elm or oak takes part in the life processes of the tree?

8 Define the chlorophyll, pollen, stigma, tuber, bulb.

9 Follow and describe the changes that occur in the development of an apple from the blossom.

10 Describe the dissemination of dry-fruits.

IV

CHEMISTRY

1 Name five substances that are nearly pure carbon. In each case state briefly the source of the substance.

2 How could you make soap before a class? Explain how soap acts to cleanse the hands.

3 Write an equation showing what happens when a metal acts upon an acid. Name each substance in the reaction, stating to what general class it belongs.

4 Describe the making of illuminating gas from soft coal, naming four important products.

5 How would you prove to a class that there is copper in copper sulphate?

6 In a candle and most fuels, what two elements burn? What in the air supports the combustion? What two compounds are formed?

PHYSICS

Please select one group

Group I

1 Describe and explain two simple experiments that you could perform to show the effects of atmospheric pressure.

2 Name three important uses of convection.

3 Explain echoes as you would to a class of young pupils.

4 Outline a lesson, with at least two experiments, on buoyant force in liquids.

5 Why does alcohol or ether seem cold when poured on the skin?

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5 State the meaning of the following words — town, state, nation, government.

4 What forces may be illustrated by means of a siphon?

Given a tumbler of water and a cardboard large enough to cover it, how could you illustrate atmospheric pressure?

5 What force commonly causes liquid pressure?

How much water does a floating body displace?

6 State the principle whereby a common mercury thermometer shows differences in temperature.

Group II

1 Name three ways in which atmospheric pressure is put to use by man.

2 Outline a talk to children upon ways of starting fires (producing heat), giving one experiment to illustrate each method.

3 After a thrown ball leaves a boy's hand what forces act upon it? Do these increase or retard its motion?

Why does it move at all after leaving the hand?

4 Name five subjects in physics upon which you could give valuable lessons to young pupils.

5 Name the device used in producing the electric current (*a*) to ring a door bell, (*b*) to run street cars.

6 Explain how the air of a room becomes heated from a stove in the room.

How would you ventilate a room by windows?

VI

CHEMISTRY

Please omit one question.

1 Fully discuss carbon dioxide including the manner of its production, its properties, occurrence, and uses.

2 Name three acids, three bases, and three salts. Write the symbol of each naming every element whose sign you write and explain the full meaning of the symbol of one of the substances.

3 What is each of these substances, chemically:

water	sugar
air	kerosene
common salt	smoke
lime	coal tar
wood	soap

4 In what form is iron generally found in the earth?

5 What is ordinary combustion in air? What elements occur in most of the common combustibles? Why are some flames luminous?

6 Explain the action of soap in cleansing.

PHYSICS

1 How do liquids differ from solids in exerting force due to gravity?

2 Describe two simple experiments demonstrating how liquid pressure due to gravity varies with depth.

VII

1 What is the state law relating to teaching civil government?

2 Name the school officers and their duties in a town having the district system; in a town having the consolidated system.

3 What is the law relating to the keeping of school registers?

4 What is the law relating to attendance?

5 Draw a map of Connecticut showing leading cities and location of counties and rivers.

6 For what purposes does a city raise taxes? a town?

7 What is the difference between state laws and the constitution?

PHYSIOLOGY

I

1 (*a*) Kinds of food.
(*b*) Purposes of food.
(*c*) Amount of food needed.
(*d*) Comparative value of different kinds of food.

2 (*a*) What is the purpose of circulation?
(*b*) What is the duty of the heart?
(*c*) Why do we feel warm after running?

3 (*a*) How does the blood get oxygen from the lungs?
(*b*) How is air drawn into the lungs?
(*c*) What are the objects of ventilation?
(*d*) Of what use is the larynx?

4 (*a*) What is the difference between a stimulant and a narcotic?
(*b*) What are the reasons for avoiding alcohol?

5 What is the law relating to the teaching of physiology and hygiene in this state?

6 (*a*) What is the brain?
(*b*) What are its duties?
(*c*) What is meant by reflex action?
(*d*) How is the brain connected with habits?

II

1 (*a*) How does air get into the lungs?
(*b*) What four things happen to the blood in the lungs?
(*c*) How is the heat of the body regulated by the lungs?

2 (*a*) What is the purpose of circulation?
(*b*) What is the duty of the heart?

3 (*a*) Why do we need food?
(*b*) What are the classes of food? What does each class furnish to the body?
(*c*) Why is plain food more healthful than rich food?

4 (*a*) How does the brain get a knowledge of the world?
(*b*) What is reflex action?

(*c*) What connection between reflex action and habits?

5 (*a*) What is a stimulant?

(*b*) What is a narcotic?

(*c*) What effect has alcohol on digestion?

6 What is the law relating to the teaching of physiology in the public schools?

III

1 (*a*) Of what parts does a tooth consist?

(*b*) What causes a tooth to decay?

2 (*a*) How does the stomach digest the food?

(*b*) Of what use is the liver?

3 (*a*) What is the purpose of circulation?

(*b*) What are the arteries?

(*c*) What are the capillaries?

4 (*a*) How does the blood get oxygen from the lungs?

(*b*) What does the blood do with the oxygen it takes from the lungs?

(*c*) What are the purposes of ventilation?

5 (*a*) What effect have exercise and lack of exercise on the muscles?

(*b*) What are the best kinds of exercises?

6 What is the law relating to the teaching of physiology and hygiene in the public schools?

7 (*a*) In what ways can the mind be cared for?

(*b*) Why is sleep necessary?

8 What are the reasons for avoiding alcoholic drinks?

IV

1 Name five classes of foods, stating the general use of each in the body

2 (*a*) By what means is air breathed into the body? For what purpose?

(*b*) Explain the danger of carelessness in breathing

(*c*) What would you do to help children correct this fault?

3 Why should children exercise freely? Briefly state what you would recommend as good exercise for children, and give reasons.

4 Fully explain why the skin should be thoroughly cleaned often.

5 What does the law require in connection with the teaching of physiology?

6 (*a*) What is a stimulant? (*b*) a narcotic?

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(*c*) What connecti[illegible]

you make a salt so that your class can follow the process step by step? Name it.

14 Tell what the following substances contain and to what use they are put,—alcohol, hydrochloric acid, lime, table salt, cooking soda, ammonia, brass, 18 carat gold, tincture of iodine and plaster of Paris.

GEOLOGY

15 Draw a map of Connecticut and indicate the Connecticut valley lowlands, the eastern and western highlands. How do the rocks of the lowlands differ from those of the highlands?

16 Contrast the effects of quartz and feldspar in their effects on the earth's surface.

17 Tell what the following words allude to:—gneiss, schist, (slickensides), plains, outcrop, (mud cracks), fossils, (filings), base-level and metamorphic.

18 If one finds a mineral that is very hard, glassy or pearly luster, with cleavage faces at something like right angles what ought he to call it? One that is white, soft, greasy to the feel, earthy structure and sticky when wet? One that gives a yellow-brown streak, heavy, and dark brown in color? One that is compact, dark gray, heavy and looks like magnetite but does not attract the magnet? Give a description of bituminous coal.

19 Discuss the probable cause of the San Francisco earthquake using such terms as crustal change, fault, blocks and displacements.

20 Discuss what you saw on some geological walk taken while in school.

21 How does a sinking coast differ in appearance from one that is being elevated?

BOTANY

22 What conditions do seeds require in order to sprout? Describe an experiment that would teach that light is not necessary and retards sprouting.

23 What is grafting, layering, budding and slipping?

24 How do men obtain new varieties of plants?

25 What is the effect of sunlight on the growth of plants? Describe a simple experiment that you could perform to illustrate your statement.

26 Why is it sometimes said that chlorophyll stands between the animal world and starvation?

27 Give a list of shade trees, of biennials cultivated in the garden, of grains raised in Connecticut.

MUSIC

I

1 Write the melody indicated by the following syllables in the key of E: do, mi, ri, mi, fa, sol, fi, sol, do, la, le, sol, sol, do.

2 Write the same melody in the key of Eb.

3 Place upon the staff these key notes with the proper signatures: Ab, D. B, Db, F.

4 Illustrate and define

the staff
a chord
an interval
a slur
a major second

5 Write the major scale of A.

Write the harmonic form of A minor, ascending and descending.

6 Write an exercise in ¾ time to illustrate the dotted quarter note and half rest, the exercise to be eight measures long.

II

1 State your idea as to the best methods to use in interesting your children in music.

2 How would you teach the introduction of sharp 4 and flat 7.

3 Write the signature of the following major keys

B flat, D, E, B, D flat.

4 What is meant by divided beat? How would you teach it? Illustrate by the dotted quarter note.

5 Write an exercise in B flat 4-4 time containing three quarter notes and four 16th notes in at least one measure.

Explain how you would teach that form of rhythm.

6 Name four good patriotic songs for school use.

7 Write the chromatic scale both ascending and descending using 4 sharps for the signature.

III

1 (*a*) Write the letters of the lines and spaces of the staff. Use staff to illustrate.

(*b*) Give examples of the whole, half, quarter, and sixteenth note.

2 Name the keys, write position of sharps and flats, and use the half note for location of key note, for the following: Four sharps: three flats: one flat: two sharps: four flats.

3 (*a*) Write the major scale of B ♭ ascending.

(*b*) Write syllables under each note.

4 Of what use are the following signs: ♮ ♭ ♯ (Natural, flat, sharp)?

5 (*a*) In selecting music for a class in sight reading, at what would you aim, to make the lesson interesting as well as instructive?

(*b*) What would you suggest to remedy faulty tone production, or singing "flat"?

6 Write a good teaching exercise in key of D, of eight measures, 4-4 time, containing the whole note, dotted quarter, eighth note and the triplet.

7 Name three songs suitable for exercises in rhythm and three for illustrating and inspiring patriotism.

8 What use would you make of rote songs in an ungraded school?

IV

1 (*a*) Define a major scale.

(*b*) Write the signature of the following major scales B flat D E B D flat.

2 (*a*) Write the letters of the lines and spaces of the staff.

Use staff to illustrate.

(*b*) Give examples of the whole, half, quarter and sixteenth note.

3 Of what use are the following signs ♮ ♭ ♯ (Natural, flat, sharp)?

4 (*a*) Define a time signature. Example 3-2.

(*b*) Write a single note for 3-4, 3-8, 3-2 which receives a beat and a half.

5 (*a*) Give titles of five good school songs.

(*b*) Write on the staff from memory the notes and one stanza of a short easy school song.

V

1 (*a*) Write the signature of the scale which requires four sharps.

(*b*) Write the scale E♭.

2 Explain the following time signatures: 3/4, 3/8, 3/2, 2/1, 9/8.

3 Write a short exercise (four measures) to illustrate the use of the time signatures given above.

4 Write sol (5), fi (♯4), sol (5) in each of the following keys:

G, E, B♭.

5 Write do (8), ti (7), te (♭7), la (6) in each of the following keys: C, A♭, D.

VI

1 Write on the staff the scale of E without signature, stating reasons for introducing sharps at certain points.

2 Define a major scale, and state upon which tone the key tone of the relative minor is found.

Write on the staff the signatures of keys — A flat, D, B flat, A, B, indicating the position of keytone of both major and relative minor.

4 Write an exercise of at lease 8 measures introducing sharp 4, flat 7, two eighth notes to one beat, and dotted quarter and eighth notes, stating methods for teaching same.

5 State briefly your ideas on teaching music in primary grades as follows:

(*a*) rote songs — how taught

(*b*) treatment of monotones

(*c*) tone quality
(*d*) rhythm — how taught

VII

1 What is the purpose of the rote song?
What years is it available?
Name at least ten subjects on which rote songs may be founded.

2 Why is the rote song not used in grammar grades?

3 In what year is two-part singing introduced?
In what year is three-part singing introduced?

4 How would you test three-part singing for purity of chord?
How would you test two-part singing for purity of voice parts?

5 Describe in detail the music work of the first year of the grammar grades and of the last year of the grammar grades.

6 What literature of music is available to the child who has mastered the principles of primary and grammar grade music?

7 Define the terms monotone mutation falsetto.

8 Write the following key signatures: G sharp minor D sharp minor F sharp minor.

9 Write the following through one octave, using no signature, adding the chromatic signs where they are required:

(*a*) major scale from E flat C sharp D flat G flat.

(*b*) the harmonic minor scale from D sharp F sharp C sharp.

(*c*) the melodic minor scale from E flat B flat A flat.

10 Write the following

(*a*) a four-measure phrase without divided beat, chromatics or skips.

(*b*) an eight-measure period in C major, modulating at the fourth measure to A minor and returning in the eighth measure to C major.

11 What is the specific purpose of charts in relation to books?

12 Define allegro cadence sequence.

13 Modulate in four parts from C major to A flat major.

VIII

1 Write a 4-measure phrase in B flat major, using easy skips.

2 Write the same phrase in A major.

3 Write the following, one octave, without signature: B major, D flat major, A minor (harmonic).

4 Show by illustrations the use of the following meter signatures: 3-2 2-1 3-8 6-8 3-4.

5 (*a*) What is a rote song?
(*b*) Why are rote songs used in school?
(*c*) In what grades are they most adaptable?
(*d*) When is rote teaching permissible?

6 (*a*) Write re, di, re (2, #1, 2) in key of A flat.
(*b*) Write do, ti, te, la (8, 7, flat 7, 6) in key of E.

7 Write the signature and key note of
(*a*) key of six sharps
(*b*) key of one flat.

8 Write an eight measure melody — 3-4 meter — introducing evenly divided beat and dotted quarter note.

9 What literature of music should be available to a child who has completed the first four or five years of school music?

Answer any seven of the above questions.

DRAWING

I

1 What are the reasons for teaching drawing in the public schools?

2 In what ways can drawing be taught in connection with other subjects?

3 Draw a spray of flowers and leaves.

4 Draw a group of two or three objects: pottery, dishes, or something similar.

5 Draw a teacher's desk or table.

6 Make a working drawing of the same desk or table.

II

1 What is the purpose of teaching drawing and color to children?

2 Draw the following,—
(*a*) a part of the room in which you are.
(*b*) four different groupings of the same three objects. stating which is the best in composition and why.
(*c*) an out-of-door sketch.

3 Make a book cover design, with Roman lettering for title etc, for "English history."

4 Illustrate by drawings the difference in appearance of a door opening towards the observer and opening from the observer.

5 Draw the following leaves,— maple, oak, elm, apple, horse-chestnut.

6 Make a working drawing of a piece of furniture.

III

1 Of what practical use is drawing to the teacher?

2 How does its educational value compare with that of oral expression?

3 What use could you make of black-board drawing?

4 What psychological results follow the use of various and constant black-board drawing?

5 Make a drawing of the corner of this room.

6 Make a drawing of the apparatus on table having the arrangement placed at an angle. (Oxygen apparatus).

7 What are the essentials of a desirable book cover? Make a sketch illustrating your statement.

8 Show how nature observations may lead to a practical and artistic knowledge of color.

9 Mention three points very essential to correct nature drawing.

10 (*a*) On what knowledge is all biological drawing based?

(*b*) Mention two tests for a drawing of a bird.

IV

1 (*a*) Of what practical use is drawing to the teacher?

(*b*) How does its educational value compare with that of oral expression?

2 Make a simple railroad map of Connecticut showing only the principal cities and their connections.

3 Draw the following leaves,— maple, oak, apple, horse-chestnut, pear.

4 (*a*) Make a botanically correct sketch of any plant branch or other nature subject.

(*b*) Draw the Roman capitals A B E using double lines as in modern printing.

5 Draw a still life group.

6 Make a working drawing of a piece of furniture.

7 (*a*) What are the essentials of a desirable book cover?

(*b*) Make a sketch illustrating your statement.

V

1 (*a*) What is a design?

(*b*) Mention ten articles in this room or at home which have been designed.

2 (*a*) Of what use is a knowledge of drawing to a teacher?

(*b*) Mention four ways in which it may be connected with other school subjects.

3 Make a drawing of any three articles which you have used in an experiment in physics.

4 Make a drawing of a house or other building which you can see from the windows of this room.

5 Make a sketch of a doorway in this room, with the door open at an angle of 45°.

6 Make a working drawing of this door using the correct lines indicating measurements, etc. Give the scale in the upper right corner.

7 Make a design for a school folio cover, which could contain the work of a child. Subject "Reading." Observe the following points,—

good proportion.
good lettering wellplaced.
dignified ornament or lines.

8 Draw a plant in room, showing true growth, grace, natural appearance.

(Drawing paper will be supplied)

VI

1 State the difference between oral expression and expression by means of drawing.

2 Mention three kinds or modes of drawing practical for teachers, children, and manufacturers.

3 Make a plan of this room.

4 Make a working-drawing of the desk on which you are writing.

5 Make a careful sketch of the inside corner of this room showing ceiling, side walls, and floor.

6 Draw a house from memory.

7 Sketch a design for a school calendar.

8 What is meant by "the principles of perspective"?

HIGH SCHOOL EXAMINATIONS

GREEK

I

1 State briefly your preparation for teaching Greek, including courses of instruction in college, or elsewhere, professional training, and experience in teaching.

2 What are the chief Greek dialects, and where was each spoken? Principal writers of each?

3 Name six principal writers of poetry, prose, and philosophy, in the order of their importance; again, in the order of the times when they lived.

4 Compare Greek with Latin as a medium of literary expression. Specify some instances in which the Latin and Greek syntax agree; others in which they differ.

5 Translate from Xenophon's Anabasis:

Ἐγώ, ὦ Τισσαφέρνη, οἶδα μὲν ἡμῖν ὅρκους γεγενημένους καὶ δεξιὰς δεδομένας μὴ ἀδικήσειν ἀλλήλους· φυλαττόμενον δέ σέ τε ὁρῶ ὡς πολεμίους ἡμᾶς καὶ ἡμεῖς ὁρῶντες ταῦτα ἀντιφυλαττόμεθα. ἐπεὶ δὲ σκοπῶν οὐ δύναμαι οὔτε σὲ αἰσθέσθαι πειρώμενον ἡμᾶς κακῶς ποιεῖν, ἐγώ τε σαφῶς οἶδα ὅτι ἡμεῖς γε οὐδ' ἐπινοοῦμεν τοιοῦτον οὐδέν ἐδοξέ μοι εἰς λόγους σοι ἐλθεῖν, ὅπως, εἰ δυναίμεθα, ἐξέλοιμεν ἀλλήλων τὴν ἀπιστίαν. καὶ γὰρ οἶδα ἀνθρώπους ἤδη τοὺς μὲν ἐκ διαβολῆς, τοὺς δὲ καὶ ἐξ ὑποψίας, οἳ φοβηθέντες ἀλλήλους, φθάσαι βουλόμενοι πρὶν παθεῖν, ἐποίησαν ἀνήκεστα κακὰ τοὺς οὔτε μέλλοντας οὔτ' αὖ βουλομένους τι οὔτον οὐδέν.

6 1. What rule of accent applies to *οἶδα* (li. 1), to *ὁρῶ* (li. 2), to *δύναμαι* (li. 3), to *ἐλθεῖν* (li. 5), to *διαβολῆς* (li. 6).

2. Give the principal parts of *ὁρῶ* (li. 2), of *δύναμαι* (li. 3), of *ποιεῖν* (li. 4), of *ἐξ-έλοιμεν* (li. 5). Write a synopsis of *παθεῖν* (li. 7).

7 Translate:

Αὐτὰρ Ὀδυσσεὺς

ἐς Χρύσην ἵκανεν, ἄγων ἱερὴν ἑκατόμβην.
οἱ δ' ὅτε δὴ λιμένος πολυβενθέος ἐντὸς ἵκοντο,
ἱστία μὲν στείλαντο, θέσαν δ' ἐν νηῒ μελαίνῃ·

ἱστὸν δ' ἱστοδόκῃ πέλοσαν, προτόνοισιν ὑφέντες, 5
καρπαλίμως· τὴν δ' εἰς ὅρμον προέρεσσαν ἐρετμοῖς.
ἐκ δ' εὐνὰς ἔβαλον, κατὰ δὲ πρυμνήσι' ἔδησαν·
ἐκ δὲ καὶ αὐτοὶ βαῖνον ἐπὶ ῥηγμῖνι θαλάσσης·
ἐκ δ' ἑκατόμβην βῆσαν ἑκηβόλῳ Ἀπόλλωνι·
ἐκ δὲ Χρυσηΐς νηὸς βῆ ποντοπόροιο. 10
τὴν μὲν ἔπειτ' ἐπὶ βωμὸν ἀγων πολύμητις Ὀδυσσεὺς
πατρὶ φίλῳ ἐν χερσὶ τίθει, καί μιν προσέειπεν·
Ὦ Χρύση, πρό μ' ἔπεμψεν ἄναξ ἀνδρῶν Ἀγαμέμνων,
παῖδά τε σοὶ ἀγέμεν, Φοίβῳ θ' ἱερὴν ἑκατόμβην
ῥέξαι ὑπὲρ Δαναῶν, ὄφρ' ἱλασόμεσθα ἄνακτα, 15
ὃς νῦν Ἀργείοισι πολύστονα κήδε' ἐφῆκεν.

8 1. If turning this into Attic prose, how would you write *ἱερήν* (li. 2), *θέσαν* (li. 4), *μιν προσέειπεν* (li, 12), *ἀγέμεν* (li. 14), *ὄφρα* (li. 15)?

2 What is the second foot of verse 2? The fourth foot of verse 9? Is the presence of Digamma recognized in li. 13 in the word *ἄναξ*? In v. 15?

3. Tell the story of the Iliad as briefly as you can do so clearly.

II

1 State briefly your preparation for teaching Greek, including preparatory and college work, and any experience in teaching you have had.

2 Outline your idea of a college preparatory course in Greek, to cover three years, including authors to be studied, amount of reading and other work to be done, and any special points you would notice in each year's work.

3 Why are Xenophon and Homer well fitted for such work? What two dialects do they illustrate and what people used them?

4 Translate from the Iliad, Bk I, lines 59-67, and Bk II, lines 60-68.

5 Give equivalent Attic forms for *ἄμμε*, *ἱερῆα*, *αἱ*, *ἱπποδόμοιο*, *τόσσα ἐμέθεν*, *σεῦ*. What general differences between the dialects of Homer and Xenophon?

6 Give principal parts of all verbs in the passages translated above. Give reasons for the cases of *εὐχωλῆς*, *κνίσης*, *ἐμέθεν* and *τοι*. Explain force of *γε* and *γαρ*.

7 Explain composition of *ἱπποδόμοιο*, *βουληφορον*, *ἀθάνατοι*, and give meaning of each part.

8 Scan the first three lines of the first passage, marking the quantity of syllables, division into feet, and principal cesuras. Define and illustrate a spondaic verse.

9 Translate from the Anabasis:—

REPLY OF PHALINUS

Ἐγώ, εἰ μὲν τῶν μυρίων ἐλπίδων μία τις ὑμῖν ἐστι σωθῆναι πολεμοῦντας βασιλεῖ, συμβουλεύω μὴ παραδιδόναι τὰ ὅπλα· εἰ δέ τοι μηδεμία σωτηρίας ἐστὶν ἐλπὶς ἄκοντος βασιλέως, συμβουλεύω σώζεσθαι ὑμῖν ὅπῃ δυνατόν. Κλέαρχος δὲ πρὸς ταῦτα εἶπεν. Ἀλλὰ ταῦτα μὲν δὴ σὺ λέγεις· παρ' ἡμῶν δὲ ἀπάγγελλε τάδε, ὅτι ἡμεῖς

οἰόμεθα, εἰ μὲν δέοι βασιλεῖ φίλους εἶναι, πλείονος ἂν ἀξιοῖ εἶναι φίλοι ἔχοντες τὰ ὅπλα ἢ παραδόντες ἄλλῳ. —2, 1

SPEECH OF XENOPHON

Κράτιστον, ὦ Χειρίσοφε, ἡμῖν ἴεσθαι ὡς τάχιστα ἐπὶ τὸ ἄκρον· ἢν γὰρ τοῦτο λάβωμεν, οὐ δυνήσονται μένειν οἱ ὑπὲρ τῆς ὁδοῦ. Ἀλλά, εἰ βούλει, μένε ἐπὶ τῷ στρατεύματι. ἐγὼ δ' ἐθέλω πορεύεσθαι· εἰ δὲ χρῄζεις, πορεύου ἐπὶ τὸ ὄρος, ἐγὼ δὲ μενῶ αὐτοῦ. Ἀλλὰ δίδωμί σοι, ἔφη ὁ Χειρίσοφος, ὁπότερον βούλει ἑλέσθαι. Εἰπὼν ὁ Ξενοφῶν ὅτι νεώτερός ἐστιν, αἱρεῖται πορεύεσθαι.—3, 4

10 Explain the case of *ὑμῖν*, *βασιλεῖ* and *πλείονος*. Explain mode of *λάβωμεν* and *δέοι*. Give syntax of *ἑλέσθαι*. Explain difference between *βούλει* and *ἐθέλω*.

11 Without giving translation of the passage below, write such questions as you would ask a class beginning to read Xenophon.

YOUTH OF CYRUS

Πρῶτον μὲν γὰρ ἔτι παῖς ὤν, ὅτε ἐπαιδεύετο καὶ σὺν τῷ ἀδελφῷ κα σὺν τοῖς ἄλλοις παισί, πάντων πάντα κράτιστος ἐνομίζετο. Πάντες γὰρ οἱ τῶν ἀρίστων Περσῶν παῖδες ἐπὶ ταῖς βασιλέως θύραις παιδεύονται· ἐνθα πολλὴν μὲν σωφροσύνην καταμάθοι ἄν τις, αἰσχρὸν δ' οὐδὲν οὔτ' ἀκοῦσαι οὔτ' ἰδεῖν ἔστι. Θεῶνται δ' οἱ παῖδες καὶ τοὺς τιμωμένους ὑπὸ βασιλέως καὶ ἀκούουσι, καὶ ἄλλους ἀτιμαζομένους.—1, 9.

12 Tell the story of the Iliad, very briefly. What is the generally accepted theory regarding the authorship of the so-called Homeric poems? Reasons for it.

LATIN

I

1 State briefly your preparation for teaching Latin, including courses of instruction in college, or elsewhere, professional training, and experience in teaching.

2 Classify the principal Roman writers in respect to their writing, as epic poetry, philosophy, etc.

3 Are Cæsar, Cicero, and Virgil especially well adapted to the work in secondary schools, and why? Why should Cæsar be read first, and soon after an introductory book?

4 (1) Give the principal parts of "cado," "cogo," "gradior," "juvo," "rideo," and a synopsis in the third person singular of "volo" and "possum." Write out the future indicative and the pluperfect subjunctive (in both voices) of "caedo" and "jubeo."

(2) Give the comparative and superlative degrees of "facilis," "bonus," "dives," "posteri," "prope," "audacter."

(3) Decline "haec castra," "alius civia," "qui dies."

(4) Explain the formation of the following words giving the meaning of the prefixes, roots, and suffixes, "contionator," "desperatio," "impudenter," "judicium."

(5) Explain the different ways of expressing an idea of purpose in Latin, and the use of the cases with verbs of remembering and forgetting.

(6) What is the difference of meaning between "hostis," and "inimicus," "suadeo" and "persuadeo," "et" and "atque," "vel" and "aut," "abesse" and "deesse"?

5 Translate, Cæsar, Book I, chapter 36, lines 20 to 26. Explain all subjunctives. Principal parts of all verbs. Put into direct discourse.

6 Translate, Vergil, Book II, lines 40 to 50. Mark and prove the feet in the first two lines. Ask such questions, and make such comments, as you would in a recitation.

II

1 Give a brief account of your preparation for teaching Latin, including preparatory and college courses, any training for teaching the subject, and actual teaching work.

2 Give your idea of an outline for preparatory work in Latin, to cover a period of four years, authors to be studied and amount of each, and special points to be given prominence in each year's work.

3 Translate Cæsar, Bk IV, chapter 8.

4 Give principal parts of all verbs in the passage. Synopsis of "*possum*" in third plural. Write conjugation of "*considere*" in future and future perfect indicative, the present and perfect subjunctive. Give principal parts of "*cresco*," "*effero*," "*fugio*," and "*sumo*."

5 Rewrite the passage in direct discourse. Give rules for the principal changes made in converting a passage from direct into indirect discourse.

6 Give rules of syntax for the following words in the passage translated in 3, "*sibi*," "*tueri*," "*considere*," "*Ubiis*." Write comparison of '*bonus*," "*malus*," "*difficilis*," and "*scienter*." Decline "*alter*" completely.

7 Explain the various methods of expressing time and place in Latin. Give examples in Latin.

8 Explain meaning of the following suffixes:—"*tor*," "*men*," "*ulus*," "*ades*," "*sco*," "*osus*." Explain meaning of the prefixes, "*per*," "*in*," "*red*" and "*sub*."

9 Translate Vergil's Aeneid, Book II, lines 250-267.

10 Scan lines 250-253, marking quantity of syllables and any cases of elision. When do two consonants not make the preceding vowel long? What kind of verse is this? What other kind of verse is found in the Aeneid and how does it differ from this?

11 Tell the story of the part of the Aeneid from which this passage is taken, as briefly as possible.

12 Translate Cicero's Oration for Archias, the first two sentences of Chapter I and write such questions as you would ask a class on it.

What were the circumstances of the delivery of this oration? Why is it so long?

FRENCH

1 State briefly your preparation for teaching French, including courses of instruction in college, or elsewhere, professional training, and experience in teaching.

2 Trace briefly the development of the French language, showing its original basis, the elements that have entered into it and their sources, and fixing the epochs during which the principal changes took place.

or

2 Trace briefly the development of French literature, naming the most important epochs and the leading writers of each.

3 To what extent, if any, should the so-called "natural method" of teaching be employed in secondary schools? Why?

4 At what point, if at all, in the course should the French language be used exclusively by teacher and pupils in the recitations? Chief advantages, if any, in such use of the language.

5 Outline a three years' course in French for a secondary school, including grammatical and composition work, and readings for each year.

6 Translate: "Tout avoir et tout perdre. Quel effondrement!

Dans le premier silence de cette minute effroyable, ce qui retenait cet homme à la vie, puissance, honneurs, fortune, toute cette splendeur dut lui apparaitre déjà lointaine et dans un irrévocable passé. Il fallait un courage d'une trempe bien exceptionnelle pour résister à un coup pareil sans aucune excitation d'amour-propre. Personne ne se trouvait là que l'ami, le médecin, le domestique, trois intimes au courant de tous les secrets; les lumières écartées laissaient le lit dans l'ombre, et le mourant aurait pu se tourner contre la muraille, s'attendrir sur lui-même sans qu'on le vit. Mais non. Pas une seconde de faiblesse, ni d'inutiles démonstrations. Sans casser une branche aux marroniers du jardin, sans faner une fleur dans le grand escalier du palais, en amortissant ses pas sur l'épaisseur des tapis, la Mort venait d'entrouvrir la porte de ce puissant et de lui faire signe: 'Arrive.' Et lui, repondait simplement: 'Je suis prêt.' Une vraie sortie d'homme du monde, imprévue, rapide et discrète."

7 Give the principal parts of the first ten irregular verbs in 6

8 Translate into French: "At the very moment in which we begin to descend we enter into the region of the rain, and the drops beginning to fall upon the balloon make it descend as far as the tops of the trees. We hear the sound of the wind groaning in the foliage, and the lofty branches are twisted beneath the advancing tempest. Carried away with a rapidity of ten meters and a half per second, the balloon flies like an arrow. The crashing of the branches made us feel that we were touching the tops of the trees but it seemed as if the aerial vessel refused to return to earth. It appeared to feel that man was going to take from it the glory

which he had lent it. The colossus remembered its power, it bounded back into the air, but fell soon again, to rise once more."

GERMAN

1 State briefly your preparation for teaching German, including your various courses in the subject, any professional study for teaching and actual teaching experience

2 Give 6 authors, each, of poetry and prose, whose works make good reading material for preparatory work and give titles of their principal works, which might be used in such work

3 Translate:

Sie sprach diese ernsten Worte so bescheiden und so bewegt, daß sie dem Amos das Herz würden gewendet haben, wenn ihre Nase nur ein wenig zierlicher, das Auge um ein kleines größer und der Mund nur etwas feiner gewesen wäre. So aber verhalten sie, weil Amos just im stillen seine eigene Nase mit des Mädchens Nase verglich, und als er ihr nicht mehr Aug' in Auge sah, da meinte er, recht grob geschulmeistert habe ihn denn doch die Schulmeisterstochter. Aber häßliche Frauenzimmer predigten allerwege gern. Gelte dasselbe auch von den Männern, dann sei er freilich zu schön zum Pfarrer.—(Riehl.)

4 Decline in singular and plural, „Der jüngste Sohn," „ihr großes Buch." Synopsis of mögen in third person singular, indicative and subjunctive, active. Write the principal parts of „bitten," „dürfen," „fliegen," „schlagen," „schreiben."

5 Explain difference between „essen" and „fressen," „trinken" and „saufen," „wissen" and „kennen."

6 State the meaning of each of the following prefixes, „er-wehren," „ge-stehen," „ent-schlafen," „voll-enden" and „zer-reißen." Give 5 prepositions followed by the genitive.

7 Translate :—

Wer solch ein Herz an seinen Busen drückt,
Der kann für Herd und Hof mit Freuden fechten,
Und keines Königs Heermacht fürchtet er.
Nach Uri fahr' ich steh'nden Fußes gleich,
Dort lebt ein Gastfreund mir, Herr Walther Fürst,
Der über diese Zeiten denkt, wie ich.
Auch find' ich dort den edeln Bannerherrn
Von Attinghaus—obgleich von hohem Stamm,
Liebt er das Volk und ehrt die alten Sitten.
Mit ihnen beiden pfleg' ich Rats, wie man
Der Landesfeinde mutig sich erwehrt.—(Schiller.)

8 Write such questions and comments as you would use in reading the above passage with a third year class.

9 Translate into German:—"We could neither go on nor stand still, and we were obliged every moment to grasp some little tree in order to be able to stand on our feet at all. You know that I am not timid, but I can assure you that it was a serious matter."

10 Give briefly your idea of the value of German as mental training in high school work. Should German replace Greek for college entrance and give your reasons for your answer.

ALGEBRA

1 State briefly your preparation for teaching mathematics, incuding experience.

2 Discuss the value of mathematics as a subject of study, (1) for mental discipline; (a) for its contents.

or

2 Should algebra follow, precede, or accompany the study of arithmetic? Give your reasons.

3 Explain why in multiplication two negative factors produce a plus product.

4 Factor the quantities:

$$x^2 + 3xy + 2y^2$$
$$x^2 + 4ax - y^2 + 4a^2$$
$$x^8 + x^4 + 1$$
$$x^2 - a^2 + cx - ac$$

5 Simplify

$$\frac{(1 - x^2) \div (1 - x)^2}{x}$$

6 A man who can row 6 miles an hour down stream can row 2 miles an hour up stream. What is the speed of the current?

7 Simplify

$$\frac{\sqrt{5} - \sqrt{3}}{\sqrt{5} - \sqrt{3}} - 1$$

8 Solve for x and y one of the following systems of equations:

(*a*) $x^2 + y^2 = 25x^2y^2$
$12xy = 1$

(*b*) $x^3 - y^3 = -61$
$xy^2 - x^2y = -20$

9 A certain farm is a rectangle, whose length is twice its breadth. If it were 20 rods longer and 24 rods wider, its area would be doubled. How many acres does the farm contain?

10 Find the middle term of the expansion of:

$$(a^3 - b^2)^8$$

PLANE GEOMETRY

1 State briefly your preparation for teaching mathematics, including courses of instruction in college, or elsewhere, professional training, and experience in teaching.

2 Value of the study of geometry (1) for mental discipline; (2) for content.

3 State briefly your method of teaching geometry. Take any five of the following:

4 If two lines are crossed by a third so as to make the alternate exterior angles equal, the lines.....

5 Two triangles are similar when.....

6 The square of the hypothenuse of a right-angled triangle is equal to .....

7 To reduce a polygon to an equivalent triangle.

8 Prove that the lines joining the middle points of the adjacent sides of a quadrilateral form .....

9 Construct a tangent through a given point to a given circle.

10 Trisect a given angle.

or

10 Construct a square that shall be three times a given square.

CHEMISTRY

1 State briefly your preparation for teaching chemistry, including experience, if any.

2 Value of the study of geometry, (1) for mental discipline, (2) for tis content.

3 Answer seven of the following:

(1) State how you would proceed in order to obtain from marble the following substances: (*a*) carbon dioxide; (*b*) quicklime; (*c*) slaked lime; (*d*) calcium chloride; (*e*) calcium bicarbonate. Write equations for the chemical reactions which would take place in each case.

(2) Describe briefly how coal gas is prepared, and name some of the most important by-products.

(3) What is the chemical composition of glass, steel, laughing gas, diamond, ammonia, sugar, air, borax, quartz, and baking soda?

(4) Explain fully the meaning of the following terms and illustrate: Combustion, oxidation, reduction, allotropy, acid, alkali, salt.

(5) State how you woud prepare chlorine, and about how much of the materials would be needed to produce ten litres of the gas.

(6) What laboratory experiments would you do to show:

(*a*) that H_2S is combustible and what are the products of its combustion.

(*b*) that it is a reducing agent.

(*c*) its use as a laboratory reagent.

(7) When the gas Ethane, C_2H_6 is burned it is completely converted into carbon dioxide and water. Write equation and state what relations, by weight and by volume, are expressed by it.

(8) How is the molecular weight of a gas determined, and upon what law is this method based?

(9) Describe qualitative tests for copper, potassium, lead, barium and iron in their salts.

SUPERVISORS' EXAMINATIONS

DUTIES

1 Appointment law and procedure:
2 (*a*) duties prescribed by law.
(*b*) general.
3 (*a*) duties of school visitors.
(*b*) what can be legally devolved upon a superintendent?
4 If no duties prescribed, what is the superintendent's special work?
5 Compare the influence and control exerted by teacher's meetings and by direct inspection.
6 Distinguish between inspection and examination of schools.

TEACHERS

1 How appointed and dismissed?
2 What is a teacher's contract?
3 (*a*) What is the object of an examination?
(*b*) What does it consist of?
(*c*) What subjects are required?
(*d*) By whom is a certificate issued?
4 What are the qualifications of a good teacher?
5 Describe an unqualified teacher.

LAWS

Give essential parts

1 Attendance (*a*) substance.
(*b*) upon whom is responsibility for attendance?
2 Employment (*a*) substance.
(*b*) how is age determined?
(*c*) what is illiteracy?
3 How are the foregoing enforced?
penalties?
4 Examination of teachers.
5 Support of schools: —
funds how distributed?
grants how distributed?
taxation how imposed?

ORGANIZATION AND ADMINISTRATION

1 What is a public school?

2 What is a graded school?

3 Outline very briefly what stages of advancement should mark the several grades to high school.

4 What is a course of study? What subjects are required by law?

5 Outline briefly what children ought to accomplish in the first year?

6 State briefly what with reasonable freedom of initiative and control a superintendent can do as organizer and administrator?

7 For what are school moneys expended? What expenditure is most important?

HISTORY

1 Early educational requirements.

2 Western reserve fund:

(*a*) how acquired.

(*b*) educational effect.

3 Town deposit fund:

(*a*) how acquired.

(*b*) educational effect.

4 Compare average education of 100 years ago with average education of today in respect of:

(*a*) usefulness.

(*b*) morality.

(*c*) industrial efficiency.

5 State clearly the effect of immigration upon schools.

★The Secretary

CONNECTICUT SCHOOL DOCUMENT

No 5—1908

(WHOLE NUMBER—306)

Addresses delivered at third annual meeting

OF

association of school superintendents

Meriden December 14 1907

1908

FRENCH

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2 Trace briefly the development of the French language, showing its original basis, the elements that have entered into it and their sources, and fixing the epochs during which the principal changes took place.

or

2 Trace briefly the development of French literature, naming the most important epochs and the leading writers of each.

3 To what extent, if any, should the so-called "natural method" of teaching be employed in secondary schools? Why?

4 At what point, if at all, in the course should the French language be used exclusively by teacher and pupils in the recitations? Chief advantages, if any, in such use of the language.

5 Outline a three years' course in French for a secondary school, including grammatical and composition work, and readings for each year.

6 Translate: "Tout avoir et tout perdre. Quel effondrement!

Dans le premier silence de cette minute effroyable, ce qui retenait cet homme à la vie, puissance, honneurs, fortune, toute cette splendeur dut lui apparaitre déjà lointaine et dans un irrévocable passé. Il fallait un courage d'une trempe bien exceptionnelle pour résister à un coup pareil sans aucune excitation d'amour-propre. Personne ne se trouvait là que l'ami, le médecin, le domestique, trois intimes au courant de tous les secrets; les lumières écartées laissaient le lit dans l'ombre, et le mourant aurait pu se tourner contre la muraille, s'attendrir sur lui-même sans qu'on le vit. Mais non. Pas une seconde de faiblesse, ni d'inutiles démonstrations. Sans casser une branche aux marroniers du jardin, sans faner une fleur dans le grand escalier du palais, en amortissant ses pas sur l'épaisseur des tapis, la Mort venait d'entrouvrir la porte de ce puissant et de lui faire signe: 'Arrive.' Et lui, repondait simplement: 'Je suis prêt.' Une vraie sortie d'homme du monde, imprévue, rapide et discrète."

7 Give the principal parts of the first ten irregular verbs in 6

8 Translate into French: "At the very moment in which we begin to descend we enter into the region of the rain, and the drops beginning to fall upon the balloon make it descend as far as the tops of the trees. We hear the sound of the wind groaning in the foliage, and the lofty branches are twisted beneath the advancing tempest. Carried away with a rapidity of ten meters and a half per second, the balloon flies like an arrow. The crashing of the branches made us feel that we were touching the tops of the trees but it seemed as if the aerial vessel refused to return to earth. It appeared to feel that man was going to take from it the glory

which he had lent it. The colossus remembered its power, it bounded back into the air, but fell soon again, to rise once more."

GERMAN

1 State briefly your preparation for teaching German, including your various courses in the subject, any professional study for teaching and actual teaching experience

2 Give 6 authors, each, of poetry and prose, whose works make good reading material for preparatory work and give titles of their principal works, which might be used in such work

3 Translate:

Sie sprach diese ernsten Worte so bescheiden und so bewegt, daß sie dem Amos das Herz würden gewendet haben, wenn ihre Nase nur ein wenig zierlicher, das Auge um ein kleines größer und der Mund nur etwas feiner gewesen wäre. So aber verhalten sie, weil Amos just im stillen seine eigene Nase mit des Mädchens Nase verglich, und als er ihr nicht mehr Aug' in Auge sah, da meinte er, recht grob geschulmeistert habe ihn denn doch die Schulmeisterstochter. Aber häßliche Frauenzimmer predigten allerwege gern. Gelte dasselbe auch von den Männern, dann sei er freilich zu schön zum Pfarrer.—(Riehl.)

4 Decline in singular and plural, „Der jüngste Sohn," „ihr großes Buch." Synopsis of mögen in third person singular, indicative and subjunctive, active. Write the principal parts of „bitten," „dürfen," „fliegen," „schlagen," „schreiben."

5 Explain difference between „essen" and „fressen," „trinken" and „saufen," „wissen" and „kennen."

6 State the meaning of each of the following prefixes, „er-wehren," „ge-stehen," „ent-schlafen," „voll-enden" and „zer-reißen." Give 5 prepositions followed by the genitive.

7 Translate :—

Wer solch ein Herz an seinen Busen drückt,
Der kann für Herd und Hof mit Freuden fechten,
Und keines Königs Heermacht fürchtet er.
Nach Uri fahr' ich steh'nden Fußes gleich,
Dort lebt ein Gastfreund mir, Herr Walther Fürst,
Der über diese Zeiten denkt, wie ich.
Auch find' ich dort den edeln Bannerherrn
Von Attinghaus—obgleich von hohem Stamm,
Liebt er das Volk und ehrt die alten Sitten.
Mit ihnen beiden pfleg' ich Rats, wie man
Der Landesfeinde mutig sich erwehrt.—(Schiller.)

8 Write such questions and comments as you would use in reading the above passage with a third year class.

9 Translate into German:—"We could neither go on nor stand still, and we were obliged every moment to grasp some little tree in order to be able to stand on our feet at all. You know that I am not timid, but I can assure you that it was a serious matter."

10 Give briefly your idea of the value of German as mental training in high school work. Should German replace Greek for college entrance and give your reasons for your answer.

ALGEBRA

1 State briefly your preparation for teaching mathematics, incuding experience.

2 Discuss the value of mathematics as a subject of study, (1) for mental discipline; (a) for its contents.

or

2 Should algebra follow, precede, or accompany the study of arithmetic? Give your reasons.

3 Explain why in multiplication two negative factors produce a plus product.

4 Factor the quantities:

$$x^2 + 3xy + 2y^2$$
$$x^2 + 4ax - y^2 + 4a^2$$
$$x^8 + x^4 + 1$$
$$x^2 - a^2 + cx - ac$$

5 Simplify

$$(1 - x^2) \div \frac{(1 - x)^2}{x}$$

6 A man who can row 6 miles an hour down stream can row 2 miles an hour up stream. What is the speed of the current?

7 Simplify

$$\frac{\sqrt{5} - \sqrt{3}}{\sqrt{5} - \sqrt{3}} - 1$$

8 Solve for x and y one of the following systems of equations:

(*a*) $x^2 + y^2 = 25x^2y^2$
$12xy = 1$

(*b*) $x^3 - y^3 = -61$
$xy^2 - x^2y = -20$

9 A certain farm is a rectangle, whose length is twice its breadth. If it were 20 rods longer and 24 rods wider, its area would be doubled. How many acres does the farm contain?

10 Find the middle term of the expansion of:

$$(a^3 - b^2)^8$$

PLANE GEOMETRY

1 State briefly your preparation for teaching mathematics, including courses of instruction in college, or elsewhere, professional training, and experience in teaching.

2 Value of the study of geometry (1) for mental discipline; (2) for content.

3 State briefly your method of teaching geometry. Take any five of the following:

4 If two lines are crossed by a third so as to make the alternate exterior angles equal, the lines.....

5 Two triangles are similar when.....

6 The square of the hypothenuse of a right-angled triangle is equal to .....

7 To reduce a polygon to an equivalent triangle.

8 Prove that the lines joining the middle points of the adjacent sides of a quadrilateral form .....

9 Construct a tangent through a given point to a given circle.

10 Trisect a given angle.

or

10 Construct a square that shall be three times a given square.

CHEMISTRY

1 State briefly your preparation for teaching chemistry, including experience, if any.

2 Value of the study of geometry, (1) for mental discipline, (2) for tis content.

3 Answer seven of the following:

(1) State how you would proceed in order to obtain from marble the following substances: (*a*) carbon dioxide; (*b*) quicklime; (*c*) slaked lime; (*d*) calcium chloride; (*e*) calcium bicarbonate. Write equations for the chemical reactions which would take place in each case.

(2) Describe briefly how coal gas is prepared, and name some of the most important by-products.

(3) What is the chemical composition of glass, steel, laughing gas, diamond, ammonia, sugar, air, borax, quartz, and baking soda?

(4) Explain fully the meaning of the following terms and illustrate: Combustion, oxidation, reduction, allotropy, acid, alkali, salt.

(5) State how you woud prepare chlorine, and about how much of the materials would be needed to produce ten litres of the gas.

(6) What laboratory experiments would you do to show:

(*a*) that H_2S is combustible and what are the products of its combustion.

(*b*) that it is a reducing agent.

(*c*) its use as a laboratory reagent.

(7) When the gas Ethane, C_2H_6 is burned it is completely converted into carbon dioxide and water. Write equation and state what relations, by weight and by volume, are expressed by it.

(8) How is the molecular weight of a gas determined, and upon what law is this method based?

(9) Describe qualitative tests for copper, potassium, lead, barium and iron in their salts.

SUPERVISORS' EXAMINATIONS

DUTIES

1 Appointment law and procedure:
2 (*a*) duties prescribed by law.
(*b*) general.
3 (*a*) duties of school visitors.
(*b*) what can be legally devolved upon a superintendent?
4 If no duties prescribed, what is the superintendent's special work?
5 Compare the influence and control exerted by teacher's meetings and by direct inspection.
6 Distinguish between inspection and examination of schools.

TEACHERS

1 How appointed and dismissed?
2 What is a teacher's contract?
3 (*a*) What is the object of an examination?
(*b*) What does it consist of?
(*c*) What subjects are required?
(*d*) By whom is a certificate issued?
4 What are the qualifications of a good teacher?
5 Describe an unqualified teacher.

LAWS

Give essential parts

1 Attendance (*a*) substance.
(*b*) upon whom is responsibility for attendance?
2 Employment (*a*) substance.
(*b*) how is age determined?
(*c*) what is illiteracy?
3 How are the foregoing enforced?
penalties?
4 Examination of teachers.
5 Support of schools: —
funds how distributed?
grants how distributed?
taxation how imposed?

ORGANIZATION AND ADMINISTRATION

1 What is a public school?

2 What is a graded school?

3 Outline very briefly what stages of advancement should mark the several grades to high school.

4 What is a course of study? What subjects are required by law?

5 Outline briefly what children ought to accomplish in the first year?

6 State briefly what with reasonable freedom of initiative and control a superintendent can do as organizer and administrator?

7 For what are school moneys expended? What expenditure is most important?

HISTORY

1 Early educational requirements.

2 Western reserve fund:

(*a*) how acquired.

(*b*) educational effect.

3 Town deposit fund:

(*a*) how acquired.

(*b*) educational effect.

4 Compare average education of 100 years ago with average education of today in respect of:

(*a*) usefulness.

(*b*) morality.

(*c*) industrial efficiency.

5 State clearly the effect of immigration upon schools.

★The Secretary

CONNECTICUT SCHOOL DOCUMENT

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OF

association of school superintendents

Meriden December 14 1907

1908

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1908

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PROGRAM

Preliminary

a Executive committee's report....Vice-president WALTER D HOOD of Shelton
b Secretary's report .....WILLIAM P KELLY of Meriden

General subject

The right and duty of the state of Connecticut to raise the minimum qualifications of teachers in the elementary schools and to fix the minimum salary for such teachers

a Minimum qualifications .....
Supervising principal FRANK J DIAMOND of New Haven

Discussed by Superintendents B W TINKER of Waterbury, DEWITT C ALLEN of Beacon Falls and W C FOOTE of South Norwalk

b Minimum salary .....Superintendent EDWIN C ANDREWS of Ansonia

Discussed by Superintendent CLARENCE H WOOLSEY of Middletown and Mr GEORGE B CHANDLER of Rocky Hill

c Necessary legislation .....
Superintendent FRED A VERPLANCK of the Ninth District South Manchester

Discussed by Superintendent FRANK H BEEDE of New Haven, CLINTON S MARSH of Wallingford and Principal HENRY T BURR of Willimantic

Address

German schools and school teachers .....
Principal MARCUS WHITE, New Britain normal school

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REPORT

WILLIAM P KELLY *Secretary*

Meriden

Summarized from the reports of members on the progress of the year in matters discussed at the first two meetings, viz.:

a The improvement of teachers

b The wages of teachers

c Pensions for teachers and more secure tenure

a The improvement of teachers Professor Judd's striking paper delivered before this body a year ago and circulated subsequently as a state document called emphatic attention to the need of improving the teachers already in service through the liberalizing influence of academic as well as of professional study. The idea has failed as yet to get a working hold, as will be seen by the following:

Number of teachers studying in	1906-7	1907-8
Summer schools	27	35
Correspondence schools or teachers' courses at college during the school year	29	43
University extension courses of ten to twenty lectures	220	175
Total	276	243
Number of teachers in towns reporting		2,959
Number of teachers in the state	about	4,500

Not one teacher in ten, even of those most favorably environed, is engaged in any serious study other than her daily preparation, not even during vacations. In Ansonia, in the Second North, South, Washington and West Middle districts of Hartford; in Meriden, New Haven, Norwich, Southington and Stamford, university extension courses of from ten to twenty lectures have been conducted for teachers, and in New Britain a six-lecture extension course for the general public was made possible by the unanimous support of the teachers. The attendance upon occasional lectures is not here considered.

No financial inducements are being offered to teachers to do such work, if we except the fact that seven Hartford teachers had their tuition paid in summer school, and a few teachers have been braced up to get a state certificate by a promise of more pay. The teachers claim that they are either too poor or too tired, or both. The school officials evidently agree, since not a dollar of the $103,751 which goes into increased salaries this year is given on condition that some of it be spent for further education.

The Meriden salary schedule opens the two highest class positions only to those who have recent academic credits. In this city ninety teachers are now studying in university extension courses, and nine attended summer schools last summer, many of whom will in this way qualify for the extra salary next year.

A study of the eligibility requirements shows no material change from last year so far as the rules for eligibility go. Danbury and East Hartford have come into the column of those requiring a normal diploma, and New Hartford and New Canaan of those requiring a state certificate.

A few towns hold fast to the theory that teachers' positions are for residents only, but the vast majority of towns are seeking the best teachers, no matter where they come from. Taftville has joined the latter class.

The most significant fact is that twenty-one out of forty-two towns reporting show an increase in the proportion of normal graduates, and thirteen show an increase in the proportion of college graduates.

Nine more towns have this year turned over the selection of teachers to the superintendents. It seems perfectly clear that the towns progressive enough to employ a professional superintendent, to put the selection of teachers into his hands, and to let him go outside if necessary for teachers, are cornering the available supply of trained teachers, and that the other towns are going to fare worse and worse each year, in consequence.

No other fact in this investigation demonstrates more conclusively the timeliness of to-day's topic—the right and duty of the state to so improve conditions for teaching in small towns that they may be enabled hereafter to have their share of normal-trained teachers.

b Wages Though the wages of teachers have been increasing during the past year in a very marked manner, this year's increase is but part of the general movement begun several years ago and still going on.

About 2,000 out of 3,000 teachers in the forty-two towns reporting will receive in 1907-8 an average of $59.50 more than they did last year. All but 278 of those getting the increase are grade teachers. Though the total of $116,620 is made imposing by the action of the large cities named below, they have not done more in proportion than many of the smaller ones. Thirty-three towns report an increase, only nine report none. The following report more than $1,000:

Town	Approximate increase in teachers' wages
New Haven	$51,000.00
Waterbury	14,000.00
Bridgeport	10,000.00
Meriden	8,620.00
Hartford	5,500.00
New Britain	4,500.00
Torrington	3,000.00
Danbury	2,892.00
Stamford	2,500.00
East Hartford	1,400.00
West Haven	1,100.00
Middletown	1,060.00
Plainfield	1,052.00
Naugatuck	1,000.00

Wages have been increased both by increasing the schedule and by advancing teachers under the schedule.

Eleven towns report higher maximum, and six report higher minimum wages for high school teachers, principals, supervisors, etc.

Fourteen towns report higher maximum, and twelve report higher minimum for grade teachers.

Five report a more rapid rate of advance under the revised schedules.

Twenty-three towns out of the forty-two reporting have begun to hold out greater wage possibilities both to experienced teachers and to beginners by readjusting their maximum and minimum salary limits.

It is impossible to attribute the advance in wages to any single influence, yet it is clear from the returns that the superintendents led the way in at least ten instances, and that the school boards, in taking a stand before the people favorable to the teachers, felt that such a stand was necessary to save the standard of the schools. In only four cases was there any activity on the part of teachers' associations. In most places it was a case of raising the bid in order to get the kind of teachers desired.

The amount by which each teacher is benefited by this year's increase is so small that it can hardly more than cover the increased cost of living. If the teacher's position is to draw qualified persons from other occupations it needs to be paid much better still.

Perhaps the best example of what a small town can do is seen in the case of East Hartford, where, by a recent vote of the board, all teachers except kindergartners must hold state certificates, be a normal graduate, or a college graduate. This vote forced the districts to pay $1,400 more in order to meet the requirements. Here the qualifications and the wages were simultaneously increased.

c Pensions and tenure In the matter of pensions it is clear that the teachers and superintendents are not agreed. The only places reporting any interest are Hartford, New Haven, Milford, Windsor Locks, Middletown, while a few report emphatically their lack of interest. The state appropriation of $10,000 to the treasury of the Annuity guild has strengthened that organization. Those who belong to it will find their membership a profitable investment though a small one.

As *for tenure* The practice of going through the form of reëlecting teachers annually is practically universal. If a teacher does not suit she is simply not reëlected. In many places the superintendent gives her a friendly tip to resign. The teachers acquiesce in the arrangement, as the idea of giving a formal hearing seemed unusual and practically unnecessary.

School boards and superintendents seem to realize the sensitiveness of those with whom they have to deal and those who fail

are eliminated as quietly as possible. With the increased care that superintendents are giving to the selection of teachers the proportion of failures will grow less, yet our sympathy is extended to the town whose superintendent reports, "Once in, always in, is the policy of the board to date," and to the other whose superintendent says, "The method of removal is by marriage or death. No teacher has been removed for twenty years."

This, in brief, is the year's record for the part of the state which is under skilled supervision. It is not a bad argument for the school system there in vogue. We meet to-day to see what can be done for the other part, much of which is laboring under an antiquated system of management and without local educational leadership, and which at present seems to be getting the short end of the bargain.

My thanks are due to the members for the complete way in which they furnished the facts for this report.

ADDRESS

BY FRANK J DIAMOND

New Haven

Minimum qualifications of teachers in elementary schools

From the latest published report of the state board of education as a source of information such facts as the following may be gleaned:

During the year covered by the report (1905-6) there were employed in the schools of the state not less than 1,000 teachers who had come to the work of teaching with no other preparation than a common school education—these out of a total of 4,500; and that the experience and skill of these teachers, such as they possess, have been gained at the expense of their pupils.

Of these teachers there were some 200 receiving six dollars a week or less, a score or more as low as four dollars a week.

Closely related to the foregoing facts and in partial explanation of them, is the statement that the normal schools of the state are turning out rather less than half enough teachers to fill the 450 positions requiring to be provided for each year; and light is thrown upon the failure of the normal schools to meet this constant demand for teachers by the fact that at the recent opening of a new normal school in the western part of the state there were but forty-six students in the entering class, when there ought to have been 200. (The last remark is not in the report.) The report also neglects to point out the beautiful variation here to be noted upon the process which is known to the logician as the "vicious circle," to wit:

Many towns continue to fill their schools with teachers who are but poorly equipped and more poorly paid;

Low wages fail to attract capable young women into the work of teaching and the normal schools go begging for students;

The normal schools are not able to supply teachers in sufficient numbers to meet the yearly recurring demand for new teachers;

The towns continue to fill their schools with poorly prepared and more poorly paid teachers;—and the vicious round continues.

But while not given to philosophizing, the report is relentless in its presentation of facts, and it goes on to say concerning others of the teaching force of the state, that owing to the fact that there is a very great difference in the standards of schools rating themselves as high schools, many teachers reputed to have enjoyed some degree of high school training may really have done little if any work beyond the ninth grade, as it is to be found in many grammar schools.

The financial exhibit of the report

Turning now to the financial exhibit of the report, we find that more than half of the state school funds were allotted to twelve of the larger cities and towns, beginning with New Haven and running down to Greenwich, the remainder being spread thinly over the rest of the state, thus fulfilling the maxim, "To him that hath shall be given." This being scripture is not in the report. But the report bears it out; for it shows that fifty-three towns out of the 168 in the state have an assessed valuation of less than half a million dollars, some being below two hundred thousand dollars.

It also appears that there were employed in those fifty-three towns 353 teachers, and that their share in the school fund was, in round numbers, $22,000, or at the rate of $62 per teacher. Many of these poor towns are in the northwestern corner of the state, and the report might have said, and truthfully, that just over the border to the west, in New York state, in the same kind of hilly and not-worth-much country, the state pays more than $150 towards the salary of every such teacher—and that without reference to the size of the school or the attendance of pupils; in fact, the smaller schools receive more per teacher than the larger ones.

To compensate in a measure for this apparent discrimination in favor of the stronger towns, there is a statute of recent enactment providing that any town having an assessed valuation of less than one million dollars may receive from the state the sum of $25 for each pupil in average attendance during the previous year, the same to be used in meeting current expenses, but only on condition that the town raise a four-mill tax for the same purpose. Comparatively few towns have up to the present time availed themselves of the provisions of this law,—possibly there is an objection to posing as an illustration of the conclusion of the scriptural maxim quoted a moment since, viz.: "From him that hath not shall be taken even that which he hath." Nevertheless the intent of the law is good, and under favorable conditions should accomplish much for the schools in those towns.

As an illustration of the need for help and stimulus from some source in which some of these towns stand may be cited one of those in the northwestern corner of the state and comprising seven school districts, whose entire school property, buildings and sites. averages but three hundred dollars per district!

Such are some of the facts to be gathered from the published reports of the state board of education, and it is with such facts before them that the executive committee of this association have set the topic for to-day's discussion.

The several sub-topics which make up the day's program are so intimately related that they can hardly be separated in discussion. and any serious consideration of a proposal to fix upon any standard of qualifications, minimum or otherwise, presupposes at least these four conditions:

1 Legal authority to enforce the standard throughout the state;

2 The necessary machinery of administration to make and enforce regulations that shall be both uniform and effective;

3 The provision of adequate facilities, making it readily possible for would-be teachers to qualify to meet such standards as may be established;

4 State aid to the poorer towns sufficient in amount to enable them to meet the additional expense which must follow the demand for higher qualifications, and that without unduly burdening themselves.

I speak from a very limited knowledge of school conditions in the state at large, but I suppose there is warrant for affirming that all four of these conditions have still to be provided in the state of Connecticut.

That these conditions are lacking would seem to be sufficiently demonstrated by the fact that nearly a third of the towns in the state are unable or unwilling to pay the wages which qualifications the most modest ought to command, and that in too many instances it is found well-nigh impossible to secure teachers with any qualifications or at any price. And when upon these is superimposed that most significant and insuperable fact of all, the one bound up in the theory of Town rights and District rights, a theory beside which the doctrine of States' rights was a well-developed and robust system of centralized government, it is impossible to escape the conviction that any serious discussion of my particular topic at just this time will have a distinctly academic flavor.

Taken in a literal sense, that topic might be presumed to refer to the lowest qualifications which one might possess and still be allowed to teach. Such an interpretation would confine the discussion within limits quite too narrow, and would fail to recognize the larger and more important question, namely,

The establishing of a minimum standard of qualifications for the teachers in each grade of schools.

Most states recognize the wisdom and the justice of establishing such a variable standard and of prescribing the grade of school in which a particular grade of license shall be valid.

A rapid survey of systems in vogue in other states would seem to be a useful preliminary to the proposition to take under advisement plans for a uniform system of examinations and certification for this state.

The different grades of certificates

The certificate of highest rank in all the states is some form of state certificate. This is usually for life and presupposes a high average of scholarship and successful experience. But the requirements in the several states vary through a wide range, with practical agreement, however, in respect to certain fundamental subjects. In practically all the states the following subjects are required:

Reading, orthography, writing, physiology, hygiene, arithmetic, geography, United States history, and grammar.

In addition to these, most states require: algebra, geometry, general history, civics, physics, theory and art of teaching, literature and botany.

In the larger number of states the following are required: bookkeeping, school law, composition, rhetoric, zoölogy, pedagogy, psychology, physical geography, history of education, and drawing.

In eleven states chemistry is required; Latin and school management in ten; methods in nine; trigonometry in seven; music, agriculture and a thesis in six; astronomy and political economy in five.

Taking the states by groups, it appears that the north central division requires the highest number of subjects, approximately twenty-five. The north Atlantic and the western divisions have about the same average requirement, approximately twenty-one subjects. The southern groups average the lowest.

In the tabulation from which these figures were obtained, the education report of the United States department of education, 1903, Connecticut stands with thirteen subjects prescribed by law, authority being conferred upon the state board to add to such other subjects as may be found desirable. Turning to her nearest neighbors, we find Massachusetts requiring twenty-three subjects, and Rhode Island and New York each twenty-eight.

Another form of state license is the diploma of a state normal school, which is so recognized in most states and is for life. It does not rank as high as a state certificate.

Seven states grant state life certificates to college graduates, after a period of successful experience, some only after an examination in professional subjects.

In most states outside New England the county is the largest and most important unit of administration within the state. In twenty-

two states there is an officer known as county superintendent or county commissioner. In New York state, where the county is very large and populous, it may be divided into two or three districts. Thirteen states have a county board of education, or board of examiners. In several states the examinations held under the supervision of these officers are set by the state department of education. This is the case in New York state, where all papers of candidates are forwarded to the state department for examination. Licenses are then issued to successful candidates at the discretion of the county officer or board. In most states the county officials have full control of the whole matter of examinations and certification within their own county, with a corresponding lack of uniformity in their standards.

County certificates

These are in most states classified as first grade, second grade, and third grade. The third grade, being the lowest in rank, demands comparatively little in the way of scholarship and no experience. It is the beginner's certificate, is usually for a single term or year and is valid in a particular school only.

A second grade certificate is issued for a longer term, usually two or three years, and is valid in any elementary school.

A first grade certificate is usually good for five years or more and is renewable without examination.

It is not unusual to limit the validity of a license to schools below a certain grade, or to prescribe the grade of license which shall be valid in a given case. To meet such requirements high school licenses are issued in some states. In New York state a law passed in 1895 requires that all teachers employed in the primary and grammar schools of any city employing a superintendent of schools shall possess one of the following evidences of qualification:

1 A life state certificate

2 A normal diploma

3 A college graduate certificate

4 Graduation from a three years' course in an approved high school and from a one year's course in professional training

5 Three years' successful experience in teaching and a valid certificate

The enactment of this law by the legislature of New York was considered a notable achievement at the time and its operation has quite fulfilled the anticipations of those who brought it about, that is to say, of the State council of superintendents, an organization corresponding in composition and aims to the one gathered here to-day;—a fact which should lend encouragement to this body in its determination to work for improved standards in this state.

It is probable that no state has been more successful than New York in meeting the various problems involved in the proposition

under discussion. A brief account of the experience of a sister state and of the system which has been evolved may prove helpful in the solution of our problems.

The system of uniform examinations as it stands to-day in New York is the product of twenty years of agitation, education, and evolution. Prior to that time there was as little system in the licensing of teachers in that state as exists in Connecticut to-day. A chief point of difference then, as now, between the states was the greater concentration of power in the hands of the state department of education. It has been with that power as a leverage that the present system has been worked out.

Going back, then, twenty years, we come to a time when the county commissioner was a law unto himself in all that pertained to the examination and discussing of teachers. Outside the larger cities the only teachers not looking to him for a license were the graduates of the normal schools and a few favored ones upon whom the state superintendent had conferred a state certificate *pro causa honoris*. The office of school commissioner is elective and political, and the degree of professional spirit injected into it has always been a variable quantity. In the good old days many unfit and not seldom illiterate men were found occupying the office, examinations were often a farce, and licenses went too often by favor. It was seldom withheld if the relatives of the candidate were prominent in politics. There is at least one well authenticated instance of a certificate being issued to a three-weeks-old girl baby and vouching for her moral character and teaching ability; this was granted upon request of the father, a prominent politician, possibly as a test of the commissioner's party fealty, or of the father's political pull.

The abuses of the old system and its inadequacy to safeguard the interests of the schools were the subject of many an earnest conference and of repeated heroic attempts to secure remedial legislation. But these failed year after year because the commissioners were too powerful politically and too attached to the system as it stood to permit any abridgment of their independence.

The beginning of the end of the old régime came when a group of commissioners, upon the invitation of Judge Draper, then occupying the office of state superintendent, consented to make use of uniform examinations prepared in the superintendent's office. As the use of these was entirely voluntary it was several years, five or more, before they were fully established throughout the state. The general acceptance of the uniform examinations by the commissioners and by most of the cities was the first stage in a process of development which has been continuous up to the present time, and has year by year raised the standard of teaching throughout the state.

The scheme of certification—the elementary certificate

This corresponds to what is usually known as a third grade certificate. It requires no experience, is limited to a particular school of elementary grade, is issued for two years, and is not renewable. At the end of the two years the holder must qualify for a higher grade or find other employment. The candidate must pass an examination in arithmetic, elementary United States history, with civics, geography, reading, spelling, penmanship, drawing, physiology, grammar, and English composition. The candidate must be eighteen years of age, and the scholarship required represents approximately two years in the high school.

The academic certificate

This corresponds to the usual second grade certificate; it requires no experience, is limited to a particular school of grade below academic, is issued for a term of three years, and is not renewable. The candidate must be a graduate of a high school and hold a diploma which shall include the following subjects: English history, American history with civics, physics, biology (including physiology), psychology and the principles of education, or history and principles of education, advanced arithmetic and drawing. Examinations in the professional subjects are given as a part of the regular examinations of the course and are credited towards graduation.

Training class certificate

This is issued for three years and is renewable. The candidate must have been in attendance in a training class for a school year and pass a special examination for training classes in arithmetic. American history, with civics, drawing, language, composition and grammar, geography, physiology, nature study and agriculture, reading school law, psychology and principles of education, penmanship, school management, history of education, and spelling. The training class certificate is valid only in elementary schools and is the lowest grade of license which is renewable upon any terms. Most of the teachers in the rural schools have obtained their preparation in the training class.

The first grade certificate

This is issued for a term of ten years and is renewable without examination. It is valid in any school. The candidate must have had at least two years of successful experience and must pass an examination in algebra, bookkeeping, current topics and physics in addition to the subjects prescribed for the certificates of lower grade.

It is worthy of note in connection with the several forms of certification just described, that the lowest form runs for two years and must then be displaced by one of higher grade. The next higher is good for three years and must then be surrendered for one of the permanent forms, either a training class certificate or one of higher rank.

Other forms of certificates of higher grade than those described are those issued to graduates of city training schools, to normal graduates, the state certificate based upon examination in twenty-eight different subjects, academic and professional, certificates issued to college graduates after two years of successful experience upon examination in professional subjects, or after a special university course in pedagogics. All these are life certificates and valid anywhere.

Training teachers to meet these requirements

To prepare teachers to meet the exacting requirements of the state there are, first, the normal college, and eleven normal schools. Each large city maintains under state direction and largely at state expense a training school for teachers, from which its own teaching force is largely drawn. To supply the needs of the rural schools the teachers' training class has been established. There are from sixty to a hundred of these training classes distributed about the state in selected high schools. These classes are under the exclusive charge of experienced teachers and devote the time of a school year to professional work. Tuition is free to members of these classes, and for a full class of twenty-five the school maintaining it may receive from the state the sum of one thousand dollars. Other educational agencies contributing to the strength of the teaching force of the state are the teachers' institutes, held yearly for one week in every county, with compulsory attendance of teachers, and one or more free summer schools. Several of the universities maintain courses in pedagogy under state supervision.

Supervision

The one weakest place in the New York system of education lies in the supervision of the rural schools, which is at the present time a practically negligible quantity. The county commissioners are charged with this duty, but are neither physically nor professionally equal to the task. Some of them have as many as a hundred and fifty schools under their jurisdiction.

There is a strong movement on foot at the present time looking towards a complete re-organization. The plan proposed would divide the state into supervision districts of from forty to sixty schools, and provide for the appointment for a term of five years of professionally qualified superintendents, at a salary of not less than $1,800, of which $1,500 should be paid by the state.

Financial support

One of the strong elements of the educational situation as it exists in New York is the generous aid which the schools receive from the state treasury. On a per capita basis Connecticut pays from the state funds at the rate of about fifty cents for each unit of the population; New York pays almost exactly double that amount. Naturally the state which pays the most liberally can be the most exacting in its requirements.

Discussion

Superintendent B W Tinker of Waterbury said in part:

Mr Diamond has given us a great many interesting facts about our own state and what is being done in those states near us to raise the qualifications of the teachers. I was especially interested in what I know has been accomplished in New York state through an organization similar to our present association. It lends encouragement to us that we may here in our own state be able to bring about better conditions.

As has been stated, it is difficult to separate this matter of qualifications of teachers from the matter of supply and demand, and salaries and tenure. They are so closely interwoven that one knows hardly how to discuss one phase without discussing all. It is useless to make our qualifications so high and our salaries so low that no person of education will take up teaching when their financial heads are liable to be cut off at the end of the school year, as you all know so constantly happens.

We would all agree that there is a great need in our own state that the minimum qualifications should be materially increased. This would apply as well to the cities as to the towns. I have sometimes thought that in this matter of minimum qualifications of teachers that the money that is given by the state to the different cities and towns could be handled in some way as a kind of a lever to jack up the minimum qualifications. If that money were given only to communities that had a high grade of teachers, it seems to me that would tend to make all communities conform to some high standard fixed by the state authorities. Recent legislation is at present doing much to raise the qualifications of the teachers.

I am inclined to believe that this movement is going to take a great many years to get it into any condition that will be at all satisfactory. I think that school officials will continue to hire poor teachers as long as the public are willing to accept poor teachers. In most cities and towns in Connecticut I think you will find the average individual feels that anyone can teach school. While one may be willing to make conditions for teachers about to enter the teaching force, I have discovered that if he has daughters of his own, he will fix quite a different standard.

Better conditions will only come after the public feels the necessity for better teachers. Much can be accomplished through those communities that set a high standard to their neighbors. I find, for instance, in the vicinity of our own city, that practically no special training beyond that of the district school was demanded until a higher standard was established in the city schools.

Immediately after the higher standard was insisted upon, the outside districts began to raise their standards with a result that the whole group of schools has been affected.

The country boy is just as valuable an asset to the community and it is just as important that he be properly taught as a city boy. Why under the sun should he not have as well qualified a teacher as the city boy? I can't see any reason why he shouldn't.

I don't think there has been any great decrease in recent years in the number of fairly well and poorly qualified teachers, still the amount of money that the state spends in the smaller towns is very largely on the increase. Certainly teaching is a serious work. If a man has a valuable dog and intends to use it for hunting he will put the dog in the hands of a trainer, and will pay him $10.00 to $15.00 a week so he can go out and have some fun, but frequently the same man would not pay an equal amount to have his boy or girl properly taught. Skilled horse-trainers receive from $10,000 to $50,000 a year, and we pay the United States commissioner of education $3,000 per annum.

Such conditions, which could be multiplied by the hundred, show that among the people in general there is a feeling, somehow or other, that a boy or girl is going to get an education in spite of themselves, and it isn't at all necessary that they should be under the care of specialists.

If I was a dictator and had the authority, I should say that the permanent teacher should be a graduate of a high school and a normal school, and have had at least two years' experience in practice teaching, under skilled supervision.

Superintendent DeWitt C Allen said in part:

In presenting my part in this discussion I shall try to show the conditions in the country towns.

I should like to believe that a fixed standard of qualifications for elementary teachers could be required in the country towns. In large towns to which teachers are attracted little difficulty would be met in establishing a high standard of qualifications. In small towns where there is supervision a low standard can be required. This is true of the small towns directly under the state board of education, which requires the state statutory certificate. In some cases it is difficult to enforce this low standard. Teachers must have more than one chance to pass all of the subjects.

In the 106 towns of the state where there is no supervision a fixed standard of qualifications would close many of the schools. In

some cases it would be difficult to refill them with better teachers at any price. In the small towns it is difficult to find teachers of any standard. An application of a standard necessitates a choice. There is no choice of candidates in towns where I am acquainted. There are no applicants. The school official seeks the teacher. The number of available teachers for these schools grows smaller every year. We all know that this is largely true of the whole state. Mr Stuart of our teachers' agency has fifty-five vacancies to fill at the present time. What would be the conditions under a fixed standard of qualifications?

The boarding place question is in *itself* sufficient to drive teachers to other work.

In preparing for my part of this discussion I have written to eighty of the school officials of the smallest towns having no supervision. Forty-one of the number have replied. Eighty-three per cent of these replies favor a standard of qualifications fixed by the state. A number favor the state elementary certificate. No replies have been received from sixty-nine per cent. of the whole number of letters sent. We can infer from the silent sixty-nine per cent. that the majority of the small towns are either not interested or that they are not in favor of a state standard. In fact, I believe, that the results verify the well-known fact that local option is strong in the small towns.

I believe that we can improve the present qualifications of teachers in the small towns by other means and to a greater advantage. We must have higher salaries, provide better school buildings and improve the present teachers now in the schools. We can do this by supervision. Since 1903 the small supervision towns scattered throughout six of our counties have increased in number from eight to twenty. The neighboring towns see the advantages of supervision. They see that in order to have better schools there must be a person who has the time and skill to devote to finding teachers and the time for instructing them. However, it would be a mistake to force the best of supervisors on a town.

I believe that the small towns at the present time would be obliged to oppose legislation fixing a standard of qualifications for teachers in the elementary schools. They would support legislation which would encourage and assist the present teachers. I believe that our schools are improving slowly. I believe that the number of the supervision towns will continue to increase, and by increasing they will raise the standard of the teachers of the state.

Superintendent William C Foote of South Norwalk said in part:

Since the state annually raises and expends large sums of money for the instruction of its children in the so-called common branches of learning, it has a right to demand that this work be in the hands of those who are skilled. It may, therefore, set a standard. That its would-be employes may attain such a standard, the state has established institutions for training teachers.

Teaching is a profession. Every profession has its requirements for admission thereto. Lawyers, doctors, etc., must have not only scholarship, but technical skill or training. So teaching requires scholarship plus technical skill,—there must be both academic and professional training.

A close relation exists between poor service and low pay. Schools are not well taught because competent teachers cannot be paid. Teaching is an exacting service. The remuneration accorded to a good teacher can never be too much. Increase of qualification should be the basis of increase in salary.

The public by concerted efforts through all lines of endeavor, civic organizations, women's clubs, public addresses, a thorough-going educational campaign, should be aroused to the need of excellent schools. There should be a public demand for trained teachers, but the public should realize that teachers should receive pay as a professional body.

ADDRESS

BY EDWIN C ANDREWS *Superintendent*

Ansonia

The right and duty of the state of Connecticut to pass a minimum salary law

The average salary paid the women teachers of Connecticut, elementary and secondary, for the school year ending July 14, 1906, was $45.83 per month. The average paid the men for the same year was $103.92 per month. (It is impossible to give the average salary per year as the number of weeks in the school year varies from thirty-six to forty, according to the vote of each town. Whatever the number, the salary has to last the teacher fifty-two weeks.)

At first these figures seem encouraging, but one soon realizes that two factors tend to raise these averages to a plane far above that of the rank and file of the common school teachers of the state. If the average paid the women teachers in Hartford and New Haven counties were left out, the average salary would be less than $40 per month; and if the average paid men in Hartford, New Haven and Fairfield counties are left out, the average will be about $76. It is the salaries paid the high school teachers and also the teachers in general in the cities that raises the average to what is considered by the unthinking to be a "fair living salary."

According to the census of 1900 there are in Connecticut:

Forty-four towns with a population of less than 1,000 inhabitants.

Forty-three towns with a population of between 1,000 and 2,000 inhabitants.

Twenty towns with a population of between 2,000 and 3,000 inhabitants.

Twenty towns with a population of between 3,000 and 4,000 inhabitants.

Seven towns with a population of between 4,000 and 5,000 inhabitants.

Or 134 towns with a population of less than 5,000 inhabitants.

In the forty-four towns of less than 1,000 inhabitants, the average salary paid the women teachers for the school year ending July 14, 1906, was $32.44 per month, or, on the basis of nine months in a school year, $291.96. The highest average paid by any one of these forty-four towns was $41.52, and the lowest $21.28. Only one town maintained a high school and it engaged a man teacher.

[It is interesting to note that the town paying the smallest salary was not the smallest town in the state in regard to population by three or four, nor the smallest in regard to grand list by fourteen or fifteen.]

In the forty-three towns of between 1,000 and 2,000 inhabitants, the average paid the women teachers was $35.00 per month per year. The highest average salary was $49.72 per month and the lowest $26.29 per month. Eleven of these 43 towns maintained high schools.

In the twenty towns with a population of between 2,000 and 3,000 inhabitants the average salary paid the women teachers was $36.84 per month. The highest average salary was $44.96 per month, and the lowest average salary $27.60 per month. Six of these twenty towns maintained high schools.

In the twenty towns of between 3,000 and 4,000 inhabitants the average salary paid to women teachers was $40.28 per month. Sixteen of these twenty towns maintained high schools.

In the seven towns of between 4,000 and 5,000 inhabitants the average salary paid to women teachers was $38.16 per month. Four of these seven towns maintained high schools.

To recapitulate, the average salary paid the women teachers in these 134 towns of less than 5,000 inhabitants is $36.88 per month. And remember that this average is increased by the salaries paid the women teachers in the thirty-seven high schools in these towns.

The average paid the women teachers in the 168 towns of the state, as has been stated, was $45.84 per month, and this average is increased by the salaries of the women teachers in the seventy-eight high schools of the state.

It will be interesting to note the salaries paid to teachers in the United States and in foreign countries.

The average paid both male and female teachers in the countries is:

Great Britain (elementary), $520 per year.
Germany, $358 per year.
Austria, $350 per year.
Holland, $348 per year.
United States (elementary and secondary), $312.44 per year.
France, $300 per year.

These figures do not afford an accurate comparison. In all the countries named, except the United States, teachers enjoy the following special advantages:

1 Permanent tenure of office
2 Old age pension
3 Superior social standing
4 One-third to one-half greater purchasing power of money
5 Generally, free house rent, fuel and garden in addition to the money salary

From the foregoing it would appear that the teachers of the United States are the poorest of any progressive countries of the world.

If we are to seek for the causes of these conditions we shall no doubt find them chiefly in the higher standards of requirement that are demanded and a stronger popular appreciation of the value of teachers' services.

The Middlesex county teachers' association of Massachusetts published a report on the salary question in October, 1906. It found that the living expenses of the teachers in twenty-two towns and cities in the county had increased 19.3 per cent. during the past ten years, while the salaries of these teachers had increased 10.8 per cent. during that time, and adds, "In view of these facts the inadequacy of the present compensation of teachers is painfully apparent."

What shall be said of the inadequacy of the salaries of the women teachers in Connecticut when we realize that for the seven years ending July 14, 1906, the increase in salary is only 3.2 per cent.? (Year ending July 14, 1900, average salary paid women is $44.40; year ending July 14, 1906, average salary paid women is $45.83.)

One often hears, "It is a self-evident fact that teachers are underpaid." Now, this is not strictly true. I do not doubt but many of the teachers in the state are paid all they are worth. But it is a self-evident fact that the salaries paid are not sufficient to secure first-class teachers.

Year by year we are requiring more and more of the teachers in way of preparation, both academic and technical; and further we are requiring, or trying to, professional study in order for advancement.

"Again, the advancement in social standards of living in general during recent years as the natural result of the great prosperity in the business world has operated to put upon teachers the necessity for greater expenditure in the way of dress and social requirements. This comes about because, necessarily, from the social sphere in which the teachers are expected to move, and in which they should move, they must be governed in their expenditure to a greater or less extent by the example of those whose incomes in a

[illegible] respond more [illegible]

[illegible] of the Middlesex [illegible] following from that report on [illegible] the teaching corps is [illegible]

[illegible] women to earn in [illegible] expenditure of [illegible] hunger that ulti- [illegible] will suffer [illegible] for teachers.

[illegible] of maintenance in the face of general [illegible] inevitable results:

[illegible] complete profes- [illegible] they employ, the char- [illegible] will gradually [illegible] and strongest personali- [illegible] remuneration is [illegible]

[illegible] generally that it is [illegible] secure the type of teacher [illegible]

[illegible] Low salaries mean shorter periods of service by first-[illegible]

[illegible] A [illegible] low rate of wage means less ambition on [illegible] and less opportunity for professional growth [illegible] a fact that operates distinctly against the best [illegible] in our schools.

"A reasonably high standard of salaries, therefore, is even more important to the public than it is to teachers themselves."

There is a difference of opinion in regard to the advisability of a minimum salary fixed by law. State superintendent Morrison of New Hampshire says that such a law will not bring better teachers, as the question is simply an economic one, and is based on the law of supply and demand.

State superintendent Draper of New York questions "the advisability of the state laws fixing a minimum salary for teachers because they clearly develop some popular disposition to think that the sum named was sufficient compensation for all teachers doing the same general work."

On the other hand there are eight states which have such a law. Indiana has a law which states:

Teachers in Class "A" teaching their first term receive from $46.04 to $53.55 per month.

Class "B," those with one or more years' experience, $57.96 to $64.96.

Class "C," those with three or more years' experience, $71.295 to $74.07, depending on scholarship.

State superintendent Cotton writes: "These are the minimum salaries for country school teachers. The township trustees may pay their teachers higher salaries if they wish, but they cannot pay lower."

Maryland has a law which reads: "No white teacher regularly employed in a public school having an average attendance of fifteen pupils or more shall receive less than $300 per school year (ten months)."

New Jersey has a law which fixes a minimum salary schedule for each class of teachers in the state subject to adoption by a referendum vote of the citizens in any community.

North Carolina: "The minimum salary paid to any teacher holding a state certificate shall be $35 per month."

North Dakota: "No teacher holding a second grade certificate shall receive less than $45 a month."

Ohio: "No persons shall be employed to teach in any public school in Ohio for less than $40 a month."

Pennsylvania: "The salary of teachers in districts receiving state appropriation shall not be less than $50 a month when the teacher holds a professional, permanent or normal school certificate, has had two years' practice, and presents a certificate of proficiency from his superintendent. For all teachers holding certificates of less grade the minimum salary shall be $40."

West Virginia: "Teachers having certificates of the grade of No. 1 shall be paid not less than $35 per month; those holding No. 2 grade, not less than $30 per month; those holding No. 3 grade, not less than $25 per month."

The report of the Maine teachers' association on salaries, after discussing the law of supply and demand, states: "It is, however, necessary to state that, even in so well regulated a law as that of supply and demand, there may be conditions which will prevent an absolutely arbitrary working."

This seems to be the case in Connecticut. What is needed is a waking up to our condition. A state that in 1902 had 450 teachers receiving not more than $250 per year; 435 teachers receiving between $250 and $300 per year; 1,021 teachers receiving between $350 and $400 per year; or 1,906 teachers, or one-half of the teachers of the state, receiving less than $400 per year, and whose salaries to women increased only 3.2 per cent. from 1900 to 1906, needs an old-fashioned revival.

The law of supply and demand can never work in communities where each member of the school committee strives to have a relative teaching in the local schools, where only local teachers are hired, where special preparation for teaching is not considered necessary, where the people fail to realize new ideas obtain in regard to schools as well as to farming, manufacturing and business in general.

And this brings us to the remedy, which is a campaign of education, not of the children nor the teachers, but of the people in general. The present low salaries are due largely, I think, to ignorance on the part of the people at large. The quickest and surest way in which to start this campaign is the passing, or trying to, of a minimum salary law, preceded by a minimum qualification law, and by a law giving closer state supervision. I do not think it ideal, but it is practical.

It may be stated that the state is already aiding towns having a grand list of less than a stated amount, and therefore a minimum salary established by law is unnecessary. Since this law has been in effect, it has been found that some towns have raised less money by taxation than previously, relying on the state aid to help them out.

At the outset the minimum salary should not be less than $400 for the school year, and it should be increased after two or three years of successful experience and evidence of professional study. This, of course, would affect the small towns, and it is with these that this paper deals. The salaries in the larger towns and in the cities will take care of themselves, for in order to get the successful teachers in the smaller towns the larger towns will have to pay adequate salaries. After the minimum salary law has been in effect for a few years it should be amended by increasing the amount of the salary. That it is possible to do this is shown by the action of the Indiana legislature, which raised the minimum salary considerably the past winter.

I realize that to establish a minimum salary will also mean the passing of laws establishing minimum qualifications, different grades of certificates, and the reorganizing to some extent the school system of the state; but it need not mean the taking away from any town the control of its schools.

A recent number of *Public Opinion* contains an article by Wolf von Schierbrand on American schools. I will quote from this article in closing:

"There must be a thorough rousing of public opinion. It is shameful for a wealthy, prosperous nation like ours that, in this matter of teachers' pay, we are outdone by much poorer nations; that nothing like adequate financial recompense is meted out to that large body of men and women who train and develop our youthful minds; a task, be it said, than which there is none more important. Enlightened public opinion must step in to redress this wrong. School boards, municipal bodies everywhere, the servants and agents of a public at present unenlightened, indifferent, callous, grudging, must be compelled by the awakened national conscience to provide more liberally for the corps of teachers under the financial control. Make the position of the teacher more worthy and better salaried; show more respect for it; make it less dependent on whims, crochets and humor; allow competent teachers

more latitude in dealing with their pupils; make promotion depend solely on efficiency and less on favoritism; elevate teaching to the rank of a real profession and withdraw the arbitrary right of school boards of dismissal, except for a good cause shown—and the results will soon be seen in the distinct raising of the tone and the efficiency of our schools, high and low. Poorly paid work is never well done—this much is certain; and the laborer in the vineyard of the youthful mind is as worthy of his hire as is any other kind of laborer."

Discussion

Superintendent Clarence H Woolsey of Middletown said in part:

Mr Chairman and Gentlemen: This subject has been so thoroughly threshed out this morning that there does not seem to be much to say. Last summer when I got the announcement that this last year's session of the Yale Summer School was to be the last, I was sorry that the school is closed, but I was not particularly sorry for the reason that it did so. I cannot blame the teachers of Connecticut for not spending their money to go to a summer school: in the first place only some of those in the large cities of the state have any money left for that purpose, in the second place what is there in it? There is nothing except the satisfaction of being able to do your work better. What cares but the teacher whether it's done better or not? Will they receive more pay for doing their work better? The answer, generally speaking, is "No." I think the teachers of this state give things into their hands pretty strongly when they said "We will not go to your summer school: we cannot afford to go with a salary of $7 or $8, or even $1 a week." There are teachers in Meriden, Middletown, and many other cities in this state who cannot afford to go to any summer school.

The greatest obstacle that stands in the way of getting what we want regarding increase of salaries for our teachers is community sentiment. Unless the community thinks the teachers are worth more their pay will not be increased. That is the place to begin. The majority of the business men in any community are not even high school graduates; many of them think it's not worth while for their children to continue in school much past the period when they are able to earn something. Many of them say, "I never went much to school and I am getting along first rate." No amount of persuasion or argument can get them to take any other view of the matter.

On the subject of a better salary with a minimum qualification I wish to make this suggestion: If a law was passed that the state should give a graded increase of salary for a graded increase of qualification, I think the various communities that would be affected by this law would soon avail themselves of its provisions, and if the communities who need it and were held to a strict account-

ing for the expenditure of the money, and were compelled to spend the money for teachers, instead of using it for other purposes it would be a great step in advance.

Mr George B Chandler of Rocky Hill said:

I am not a member of your association, and trust you will pardon my presuming to enter this discussion. But I have an interest in the schools of Connecticut—and I believe it is a disinterested one—and I could not bring myself to feel that it was my duty to keep silent when I felt that there was something remaining unsaid which ought to be said.

I have heard this problem of teachers' salaries discussed in numerous conventions and associations for the past dozen years, in as many different states. The great trouble with all of these discussions is that, to the man-on-the-street, they seem to come from interested parties. The average citizen says to himself and his neighbor, "Those teachers are having a meeting trying to get their salaries raised." You get together in a meeting made up of yourselves, with nobody to listen to you but yourselves, and quote statistics and discuss remedies. In the very able paper which has just been read by superintendent Andrews the vital point, the crux of the matter, has been touched upon. That is public sentiment. But no discussion that I ever have happened to hear has gone far enough. Nobody ever has proposed a systematic plan whereby public sentiment can be aroused and brought to bear.

What the teachers need to do is to get some apparently disinterested organizations and agencies to take hold of the problem,—the pulpit, the press, the women's clubs, the motherhood clubs, and the various civic and business men's organizations. Put your facts before them in a tangible form. The facts just given by superintendent Andrews should be before every minister, every editor, and be exploited before organized bodies of men. Do this, and you will come to your school boards, and to the state legislature, with a backing,—and a disinterested one. Establish a state-wide propaganda; do it systematically and persistently, and you will find that the leaven will work and you will get the results you are looking for.

The law of supply and demand has been spoken of. That will not regulate it. We have seen the supply of teachers constantly decreasing in the past two or three years, but wages have not responded. The law of supply and demand has broken down. Habit, custom, public inertia—all of these elements enter in to prevent its free operation. Legislation will do something; supervision will do something. But all of these means rest upon public sentiment. That is the fire under the boilers. The trouble is that the public does not know that, measured by their purchasing power, the wages of their teachers have been reduced during the past decade. See that they do know it, and you will feel the uplift, almost immediately. In this, I believe, rests the solution of the salary problem.

ADDRESS

BY FRED A VERPLANCK *Superintendent*
Ninth district South Manchester

The necessary legislation

The suggestions that I shall venture to make in regard to legislation which shall be helpful to the schools of this state are not altogether new and will be stated only in very general terms. Moreover, they can only become of value when they have been discussed by this or similar bodies of teachers and have had that thorough pruning and amending which always accompanies the passage of any legislative enactment.

At the outset, I wish to state most emphatically my belief in a principle upon which, I think, the discussion of the morning depends, a principle which should never be lost sight of. It is this. It is the duty of the state to give to every child within its borders equal educational advantages. A foreign student of the educational machinery of this state, who obtained his information from the statute books only and who did not take the trouble to investigate for himself in various localities in the state, would arrive at the conclusion that the children of the state had equal educational advantages. But, as in so many other cases, the conditions that it is supposed that the law would produce and the conditions which actually exist under the law, are far apart. Take, for instance, the one matter of school equipment. It is a far cry from the one-roomed school-house situated on some desolate hillside with its meagre equipment of a box of crayon and a box stove, with its miscellaneous assortment of text-books which a generation of older brothers and sisters have accumulated, to the cozy room of some city school with its adequate system of heating and ventilation, with its hygienic seats and desks, and its generous assortment of school supplies which the free text-book system has made possible and which skilled supervisors and special teachers demand for their work. In the first school, we may find an underpaid, inexperienced girl with perhaps only an elementary school education obtained in the very room in which she is attempting to teach—no one at hand of whom she may ask a question or to whom she may go in her perplexity for a word of advice or sympathy. In the other school, we may find a woman of maturity with several years of experience in good schools added to the training of a good normal school with perhaps a full college course as a background of academic work,—a woman who is always supported by a good principal and whose work is sympathetically reviewed from time to time by a competent supervisor. The first school—and they are not rare in Connecticut to-day—may barely save pupils from being classed by the census taker in the column of illiteracy. The second school sends out boys and girls who have had eight years of good training

in the work of the elementary curriculum, who have been taught to think and reason correctly, who are sound physically, who have a large fund of information, who have many interests, who are ready to begin to take their place in the world and to become in the fullness of time happy, useful, upright citizens. We are not giving all the children of the state equal educational advantages. Some one will argue that we never shall. I think that he is right. But the difference between the training that our children are receiving in our good schools and the training that our children are receiving in our poor schools is too marked and too wide for us to rest complacently on a specious argument of the impossibility of producing equality. It is time we were hard at work closing up the gap. It seems to me that the legislation needed is that which shall help to carry out the principle underlying the existing laws and which shall make the existing laws more effective. The present laws make good schools in certain localities. We need the supplementary legislation which shall make good schools in every locality in the state.

I am asked to suggest the legislation necessary to raise the minimum qualifications of the teachers of the elementary schools. I am in a position to know the kind of teachers which the superintendents of this state and adjoining states are demanding for their school work. This is the minimum requirement which satisfies the superintendent who must take young teachers and who has money to spend. The young woman must have good presence and good moral character. She must have at least a high school education and must have had the training of a good normal school. This is what our best communities are demanding from those teachers who are beginning their work and for this they are willing to pay. This standard is not set on account of a fear of the law or because of any desire to be well within the provisions of the law, but because school men and school boards find that satisfactory school work can not be done with teachers of a lower grade.

Each of you is familiar with the legal requirements for teachers in this state. I will not weary you by rehearsing them. Sufficient to say, that they are moral and academic only. A teacher may have had experience in teaching or she may not have had experience in teaching. She may have had professional training or she may not have had professional training. In either event she may be legally employed to teach in the schools of the state. The fact that the state has established four normal schools from which some two hundred young women are graduated each year to teach in this and adjoining states, would indicate that the state is committed to professional training, even if it does not demand it. But, as a matter of fact, scores of teachers with neither experience nor professional training went to work in the schools of this state last September.

The existing law, then, requires certain moral and academic qualifications for teachers, recognizes that certain professional qualifications are desirable and assists in furnishing them to as many young women as can be persuaded to attend the normal schools. The matter of professional training for teachers can no longer be safely left in its present haphazard condition. We should begin at once to inaugurate a system of compulsory certificates, the most elementary of which should recognize the necessity of at least some academic knowledge of schoolroom methods, school administration, and the history of education, to be used as a foundation upon which an adequate professional qualification can be built as improved conditions make it possible.

This brings us to the point where we may stop to inquire how the present law in regard to the qualifications of teachers is carried out. Whether the present law is efficient or not depends upon the local school board. If good teachers are elected to fill the vacant places in the schools, the credit is due the school board. If inefficient teachers fill the positions, the fault rests with the school board. Moreover, the work of the school board can not be or is not reviewed by any higher body, unless you consider the whole body of voters a higher body who can gradually elect a new board long after the inefficient teachers have done their worst and gone their way. That is, there is no immediate and efficient check on the work of a venal or inefficient school board.

Something should be said in defence of certain school boards. There are dozens of towns in this state in which the teacher is hired by a committee-man and her qualifications are passed upon by the school board,—a division of authority and responsibility which many times makes for poor schools,—a relic of the days when local self-government was more efficient than it is to-day. There are towns in which the school board demands of each teacher that she present for their inspection both a high school diploma and a normal school diploma. This last carries with it, of course, the elementary state certificate. If these are satisfactory and investigation shows a satisfactory character and that presence and carriage which means executive ability and leadership, the candidate is accepted. Under such circumstances there is no question but that the spirit of the law is fully complied with. There are other school boards which hold written examinations often lasting an entire day. The results are carefully marked, and as the results fall above or below a certain arbitrarily fixed standard the candidate may be accepted or rejected. In such cases there is no question but that the letter of the law is fulfilled. But it is quite easy to see, that unless those who hold the examinations have some opportunity to test the professional qualifications of the candidate, teachers may be selected who may do but indifferent school work. Again, it often happens that no examination is given nor is there any attempt to ascertain whether the candidate has either the academic or the professional qualifications to teach a good school.

great many cases are not only more generous but also respond more quickly to more prosperous conditions."

I have already quoted from the excellent report of the Middlesex county teachers' association. The following from that report on the relation of salaries to the character of the teaching corps is apropos.

"Owing to the increasing opportunities for women to earn in other lines of effort as much if not more with less expenditure of energy than they can in teaching, there is grave danger that ultimately the character of the teaching force in our schools will suffer unless a higher standard of salaries can be secured for teachers.

"Low salaries for teachers, if maintained in the face of general prosperity in the business world, mean certain inevitable results:

"First—Although school boards may require complete professional training on the part of those whom they employ, the character of those who take up the work of teaching will gradually deteriorate because many of the brightest and strongest personalities will prefer other fields of labor in which the remuneration is greater.

"Already complaint is being made quite generally that it is becoming increasingly more difficult to secure the type of teacher wanted for the average salary paid.

"Second—Low salaries mean shorter periods of service by first-class teachers.

"Third—A prevailing low rate of wage means less ambition on the part of the teachers and less opportunity for professional growth while in service, a fact that operates distinctly against the best results in our schools.

"A reasonably high standard of salaries, therefore, is even more important to the public than it is to teachers themselves."

There is a difference of opinion in regard to the advisability of a minimum salary fixed by law. State superintendent Morrison of New Hampshire says that such a law will not bring better teachers, as the question is simply an economic one, and is based on the law of supply and demand.

State superintendent Draper of New York questions "the advisability of the state laws fixing a minimum salary for teachers because they clearly develop some popular disposition to think that the sum named was sufficient compensation for all teachers doing the same general work."

On the other hand there are eight states which have such a law.

Indiana has a law which states:

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West Virginia: "Teachers having certificates of the grade of No. 1 shall be paid not less than $35 per month; those holding No. 2 grade, not less than $30 per month; those holding No. 3 grade, not less than $25 per month."

The report of the Maine teachers' association on salaries, after discussing the law of supply and demand, states: "It is [illegible] necessary to state that, even in so well regulated a law as [illegible] supply and demand, there may be conditions which will [illegible] absolutely arbitrary working."

This seems to be the case in Connecticut. What is [illegible] waking up to our condition. A state that in 1902 had [illegible] receiving not more than $250 per year; 435 teachers [illegible] between $250 and $300 per year; 1,021 teachers receiving [illegible] $350 and $400 per year; or 1,906 teachers, or one-[illegible] teachers of the state, receiving less than $400 per year. [illegible] salaries to women increased only 3.2 per cent. from 19[illegible] needs an old-fashioned revival.

The law of supply and demand can never work in [illegible] where each member of the school committee strives [illegible] tive teaching in the local schools, where only local [illegible] hired, where special preparation for teaching is [illegible] necessary, where the people fail to realize new [illegible] regard to schools as well as to farming, manufac[illegible] in general.

And this brings us to the remedy, which is a campaign of education, not of the children nor the teachers, but of the people in general. The present low salaries are due largely, I think, to ignorance on the part of the people at large. The quickest and surest way in which to start this campaign is the passing, or trying to, of a minimum salary law, preceded by a minimum qualification law, and by a law giving closer state supervision. I do not think it ideal, but it is practical.

It may be stated that the state is already aiding towns having a grand list of less than a stated amount, and therefore a minimum salary established by law is unnecessary. Since this law has been in effect, it has been found that some towns have raised less money by taxation than previously, relying on the state aid to help them out.

At the outset the minimum salary should not be less than $400 for the school year, and it should be increased after two or three years of successful experience and evidence of professional study. This, of course, would affect the small towns, and it is with these that this paper deals. The salaries in the larger towns and in the cities will take care of themselves, for in order to get the successful teachers in the smaller towns the larger towns will have to pay adequate salaries. After the minimum salary law has been in effect for a few years it should be amended by increasing the amount of the salary. That it is possible to do this is shown by the action of the Indiana legislature, which raised the minimum salary considerably the past winter.

I realize that to establish a minimum salary will also mean the passing of laws establishing minimum qualifications, different grades of certificates, and the reorganizing to some extent the school system of the state; but it need not mean the taking away from any town the control of its schools.

A recent number of *Public Opinion* contains an article by Wolf von Schierbrand on American schools. I will quote from this article in closing:

"There must be a thorough rousing of public opinion. It is shameful for a wealthy, prosperous nation like ours that, in this matter of teachers' pay, we are outdone by much poorer nations; that nothing like adequate financial recompense is meted out to that large body of men and women who train and develop our youthful minds; a task, be it said, than which there is none more important. Enlightened public opinion must step in to redress this wrong. School boards, municipal bodies everywhere, the servants and agents of a public at present unenlightened, indifferent, callous, grudging, must be compelled by the awakened national conscience to provide more liberally for the corps of teachers under the financial control. Make the position of the teacher more worthy and better salaried; show more respect for it; make it less dependent on whims, crochets and humor; allow competent teachers

more latitude in dealing with their pupils; make promotion depend solely on efficiency and less on favoritism; elevate teaching to the rank of a real profession and withdraw the arbitrary right of school boards of dismissal, except for a good cause shown—and the results will soon be seen in the distinct raising of the tone and the efficiency of our schools, high and low. Poorly paid work is never well done—this much is certain; and the laborer in the vineyard of the youthful mind is as worthy of his hire as is any other kind of laborer."

Discussion

Superintendent Clarence H Woolsey of Middletown said in part:

Mr Chairman and Gentlemen: This subject has been so thoroughly threshed out this morning that there does not seem to be much to say. Last summer when I got the announcement that this last year's session of the Yale Summer School was to be the last, I was sorry that the school stopped, but I was not particularly sorry for the reason that it did stop. I cannot blame the teachers of Connecticut for not spending their money to go to a summer school; in the first place only some of those in the large cities of the state have any money left for that purpose, in the second place what is there in it? There is nothing except the satisfaction of being able to do your work better. Who cares but the teacher whether it's done better or not? Will they receive more pay for doing their work better? The answer, generally speaking, is "No." I think the teachers of this state took things into their hands pretty strongly when they said, "We will not go to your summer school; we cannot afford to go, with a salary of $7 or $8, or even $10 a week." There are teachers in Meriden, Middletown, and many other cities in this state who cannot afford to go to any summer school.

The greatest obstacle that stands in our way of getting what we want regarding increases of salaries for our teachers is community sentiment. Unless the community thinks the teachers are not worth more their pay will not be increased. That is the place to begin. The majority of the business men in any community are not even high school graduates; many of them think it's not worth while for their children to continue in school much past the period when they are able to earn something. Many of them say, "I never went much to school, and I am getting along first rate." No amount of persuasion or argument can get them to take any other view of the matter.

On the subject of a better salary with a minimum qualification I wish to make this suggestion: If a law was passed that the state should give a graded increase of salary for a graded increase of qualification, I think the various communities that would be affected by this law would soon avail themselves of its privileges, and if the communities who need state aid were held to a strict account-

ing for the expenditure of the money, and were compelled to spend the money for teachers, instead of using it for other purposes it would be a great step in advance.

Mr George B Chandler of Rocky Hill said:

I am not a member of your association, and trust you will pardon my presuming to enter this discussion. But I have an interest in the schools of Connecticut—and I believe it is a disinterested one—and I could not bring myself to feel that it was my duty to keep silent when I felt that there was something remaining unsaid which ought to be said.

I have heard this problem of teachers' salaries discussed in numerous conventions and associations for the past dozen years, in as many different states. The great trouble with all of these discussions is that, to the man-on-the-street, they seem to come from interested parties. The average citizen says to himself and his neighbor, "Those teachers are having a meeting trying to get their salaries raised." You get together in a meeting made up of yourselves, with nobody to listen to you but yourselves, and quote statistics and discuss remedies. In the very able paper which has just been read by superintendent Andrews the vital point, the crux of the matter, has been touched upon. That is public sentiment. But no discussion that I ever have happened to hear has gone far enough. Nobody ever has proposed a systematic plan whereby public sentiment can be aroused and brought to bear.

What the teachers need to do is to get some apparently disinterested organizations and agencies to take hold of the problem,—the pulpit, the press, the women's clubs, the motherhood clubs, and the various civic and business men's organizations. Put your facts before them in a tangible form. The facts just given by superintendent Andrews should be before every minister, every editor, and be exploited before organized bodies of men. Do this, and you will come to your school boards, and to the state legislature, with a backing,—and a disinterested one. Establish a state-wide propaganda; do it systematically and persistently, and you will find that the leaven will work and you will get the results you are looking for.

The law of supply and demand has been spoken of. That will not regulate it. We have seen the supply of teachers constantly decreasing in the past two or three years, but wages have not responded. The law of supply and demand has broken down. Habit, custom, public inertia—all of these elements enter in to prevent its free operation. Legislation will do something; supervision will do something. But all of these means rest upon public sentiment. That is the fire under the boilers. The trouble is that the public does not know that, measured by their purchasing power, the wages of their teachers have been reduced during the past decade. See that they do know it, and you will feel the uplift, almost immediately. In this, I believe, rests the solution of the salary problem.

ADDRESS

BY FRED A VERPLANCK *Superintendent*
Ninth district South Manchester

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I have heard this problem of teachers' salaries discussed in numerous conventions and associations for the past dozen years, in as many different states. The great trouble with all of these discussions is that, to the man-on-the-street, they seem to come from interested parties. The average citizen says to himself and his neighbor, "Those teachers are having a meeting trying to get their salaries raised." You get together in a meeting made up of yourselves, with nobody to listen to you but yourselves, and quote statistics and discuss remedies. In the very able paper which has just been read by superintendent Andrews the vital point, the crux of the matter, has been touched upon. That is public sentiment. But no discussion that I ever have happened to hear has gone far enough. Nobody ever has proposed a systematic plan whereby public sentiment can be aroused and brought to bear.

What the teachers need to do is to get some apparently disinterested organizations and agencies to take hold of the problem,—the pulpit, the press, the women's clubs, the motherhood clubs, and the various civic and business men's organizations. Put your facts before them in a tangible form. The facts just given by superintendent Andrews should be before every minister, every editor, and be exploited before organized bodies of men. Do this, and you will come to your school boards, and to the state legislature, with a backing,—and a disinterested one. Establish a state-wide propaganda; do it systematically and persistently, and you will find that the leaven will work and you will get the results you are looking for.

The law of supply and demand has been spoken of. That will not regulate it. We have seen the supply of teachers constantly decreasing in the past two or three years, but wages have not responded. The law of supply and demand has broken down. Habit, custom, public inertia—all of these elements enter in to prevent its free operation. Legislation will do something; supervision will do something. But all of these means rest upon public sentiment. That is the fire under the boilers. The trouble is that the public does not know that, measured by their purchasing power, the wages of their teachers have been reduced during the past decade. See that they do know it, and you will feel the uplift, almost immediately. In this, I believe, rests the solution of the salary problem.

ADDRESS

BY FRED A VERPLANCK *Superintendent*
Ninth district South Manchester

The necessary legislation

The suggestions that I shall venture to make in regard to legislation which shall be helpful to the schools of this state are not altogether new and will be stated only in very general terms. Moreover, they can only become of value when they have been discussed by this or similar bodies of teachers and have had that thorough pruning and amending which always accompanies the passage of any legislative enactment.

At the outset, I wish to state most emphatically my belief in a principle upon which, I think, the discussion of the morning depends, a principle which should never be lost sight of. It is this. It is the duty of the state to give to every child within its borders equal educational advantages. A foreign student of the educational machinery of this state, who obtained his information from the statute books only and who did not take the trouble to investigate for himself in various localities in the state, would arrive at the conclusion that the children of the state had equal educational advantages. But, as in so many other cases, the conditions that it is supposed that the law would produce and the conditions which actually exist under the law, are far apart. Take, for instance, the one matter of school equipment. It is a far cry from the one-roomed school-house situated on some desolate hillside with its meagre equipment of a box of crayon and a box stove, with its miscellaneous assortment of text-books which a generation of older brothers and sisters have accumulated, to the cozy room of some city school with its adequate system of heating and ventilation, with its hygienic seats and desks, and its generous assortment of school supplies which the free text-book system has made possible and which skilled supervisors and special teachers demand for their work. In the first school, we may find an underpaid, inexperienced girl with perhaps only an elementary school education obtained in the very room in which she is attempting to teach—no one at hand of whom she may ask a question or to whom she may go in her perplexity for a word of advice or sympathy. In the other school, we may find a woman of maturity with several years of experience in good schools added to the training of a good normal school with perhaps a full college course as a background of academic work,—a woman who is always supported by a good principal and whose work is sympathetically reviewed from time to time by a competent supervisor. The first school—and they are not rare in Connecticut to-day—may barely save pupils from being classed by the census taker in the column of illiteracy. The second school sends out boys and girls who have had eight years of good training

in the work of the elementary curriculum, who have been taught to think and reason correctly, who are sound physically, who have a large fund of information, who have many interests, who are ready to begin to take their place in the world and to become in the fullness of time happy, useful, upright citizens. We are *not* giving all the children of the state equal educational advantages. Some one will argue that we never shall. I think that he is right. But the difference between the training that our children are receiving in our good schools and the training that our children are receiving in our poor schools is too marked and too wide for us to rest complacently on a specious argument of the impossibility of producing equality. It is time we were hard at work closing up the gap. It seems to me that the legislation needed is that which shall help to carry out the principle underlying the existing laws and which shall make the existing laws more effective. The present laws make good schools in certain localities. We need the supplementary legislation which shall make good schools in every locality in the state.

I am asked to suggest the legislation necessary to raise the minimum qualifications of the teachers of the elementary schools. I am in a position to know the kind of teachers which the superintendents of this state and adjoining states are demanding for their school work. This is the minimum requirement which satisfies the superintendent who must take young teachers and who has money to spend. The young woman must have good presence and good moral character. She must have at least a high school education and must have had the training of a good normal school. This is what our best communities are demanding from those teachers who are beginning their work and for this they are willing to pay. This standard is not set on account of a fear of the law or because of any desire to be well within the provisions of the law, but because school men and school boards find that satisfactory school work can not be done with teachers of a lower grade.

Each of you is familiar with the legal requirements for teachers in this state. I will not weary you by rehearsing them. Sufficient to say, that they are moral and academic only. A teacher may have had experienee in teaching or she may not have had experience in teaching. She may have had professional training or she may not have had professional training. In either event she may be legally employed to teach in the schools of the state. The fact that the state has established four normal schools from which some two hundred young women are graduated each year to teach in this and adjoining states, would indicate that the state is committed to professional training, even if it does not demand it. But, as a matter of fact, scores of teachers with neither experience nor professional training went to work in the schools of this state last September.

The existing law, then, requires certain moral and academic qualifications for teachers, recognizes that certain professional qualifications are desirable and assists in furnishing them to as many young women as can be persuaded to attend the normal schools. The matter of professional training for teachers can no longer be safely left in its present haphazard condition. We should begin at once to inaugurate a system of compulsory certificates, the most elementary of which should recognize the necessity of at least some academic knowledge of schoolroom methods, school administration, and the history of education, to be used as a foundation upon which an adequate professional qualification can be built as improved conditions make it possible.

This brings us to the point where we may stop to inquire how the present law in regard to the qualifications of teachers is carried out. Whether the present law is efficient or not depends upon the local school board. If good teachers are elected to fill the vacant places in the schools, the credit is due the school board. If inefficient teachers fill the positions, the fault rests with the school board. Moreover, the work of the school board can not be or is not reviewed by any higher body, unless you consider the whole body of voters a higher body who can gradually elect a new board long after the inefficient teachers have done their worst and gone their way. That is, there is no immediate and efficient check on the work of a venal or inefficient school board.

Something should be said in defence of certain school boards. There are dozens of towns in this state in which the teacher is hired by a committee-man and her qualifications are passed upon by the school board,—a division of authority and responsibility which many times makes for poor schools,—a relic of the days when local self-government was more efficient than it is to-day. There are towns in which the school board demands of each teacher that she present for their inspection both a high school diploma and a normal school diploma. This last carries with it, of course, the elementary state certificate. If these are satisfactory and investigation shows a satisfactory character and that presence and carriage which means executive ability and leadership, the candidate is accepted. Under such circumstances there is no question but that the spirit of the law is fully complied with. There are other school boards which hold written examinations often lasting an entire day. The results are carefully marked, and as the results fall above or below a certain arbitrarily fixed standard the candidate may be accepted or rejected. In such cases there is no question but that the letter of the law is fulfilled. But it is quite easy to see, that unless those who hold the examinations have some opportunity to test the professional qualifications of the candidate, teachers may be selected who may do but indifferent school work. Again, it often happens that no examination is given nor is there any attempt to ascertain whether the candidate has either the academic or the professional qualifications to teach a good school.

I suppose that it is true that interest has at times biased the work of school boards in some parts of Connecticut. I suppose that it is true that the committee-man's wife's niece, even if a young woman of somewhat meagre academic advantages and no professional training, has been given a certificate to teach during the spring term, when only small children attend school whom any one can teach. These very recent years have brought with them an unusual scarcity of teachers. There have been times within the last two years when school boards have found it well-nigh impossible to find any properly qualified teachers. It becomes necessary, therefore, to set aside all the academic and professional qualifications and find a woman who would consent, for the salary paid, to spend the required number of hours in the schoolroom each day. This has placed some of our schools on a very low plane and the children have suffered.

The demoralization of schools by the petty politician with an axe to grind is no new thing, and I am inclined to think has been less, relatively, in these latter years. But the demoralization of our schools through the substitution of young, inefficient, and poorly qualified teachers—a condition that has arisen in spite of the efforts of able and conscientious school officials—has increased more rapidly during the last two years than we realize. A certain high school in this state graduates its senior class in April instead of June. Last spring five of the girl graduates of this school were teaching in the schools of the state within three weeks after their graduation. They had had no experience. They had had no professional training. They had no review of the studies of the elementary schools which they left four years before. Several went to ungraded schools with no other supervision than that given by the acting school visitor. No member of this body would expect that a young girl under such conditions would succeed in making a school of a very high order. It is probable that the children suffered. The manager of one of the teachers' agencies of this state tells me that he not infrequently has calls from some committee-man in a rural town who says practically, "Send us a woman. Our school is closed. We can not draw the public money unless the school is kept open." It is not a question of qualifications. It is a question of finding a woman who is willing to spend the necessary number of hours in the school building for the price paid.

These illustrations are indicative of conditions existing in the schools of Connecticut to-day. These conditions exist because the wages paid to teachers are too small to attract good women to the profession. These conditions exist because the local school board, made up in the main of men who have but little knowledge of schools, are passing upon the qualifications of teachers. Some school boards in their ignorance, some boards on account of local interest, some boards under the pressure of low wages and an

inadequate supply of teachers, are placing in our schools inferior women and lowering the standard of our schools to the eternal loss of the children.

This evil can be remedied in only two ways, and in my opinion both remedies must be applied. One is to pay money enough to attract more women and better women to the profession. The other is to raise some responsible body who, through its agents, shall have the power to review the work of the school boards and if it falls below the standard recognized as necessary to give equal educational advantages to all the children of the state, to step in and apply speedily the necessary remedy. The body having the power to review the work of the school board must lie outside the town and be far enough removed from the town to be unbiased by any local prejudices. The body best adapted for this work is the state board of education.

I am pleased to say that the state board of education, through its secretary and agents, is at the present time doing positive work along this line. I believe that it is the duty of the association to assist the state board in every way possible in this good work, even to the point of appearing, by means of its representatives, before the proper legislative committee in order to procure the legislation which shall make the work of the board still more effective.

Under the so-called average attendance law, amended and passed by the legislature of 1907, "Every town having a valuation of less than $1,000,000 may annually receive from the treasurer of the state, upon the order of the comptroller, a sum of money which shall enable the town to expend for the support of public schools twenty-five dollars for each child in average attendance,—provided that said state grant shall be expended only for teachers' wages." The sum of $60,000 was appropriated.

I understand that some seventy towns in the state have availed themselves of the privileges of this grant. Each town, then, on an average, would receive less than $1,000. This seems a small sum, but it insures the spending of $25 in teacher's wages on each pupil in average attendance. It is a move in the right direction and ought to tend to bring better women into the smaller towns. The proper expenditure of this money should not be left to chance. If the state expends money in the schools of any town, by means of its agents, it should be made absolutely sure that better teachers are being engaged and that the standard of the schools is being raised. If this is not done, the increased grant is all the greater temptation to the before-mentioned committee-man's wife's niece.

As a matter of fact, under the law as it was originally passed there were certain expenditures of money which brought no adequate returns. In order to make the purpose of this grant effective, the legislature of 1907 passed an act which makes it the duty

of the secretary of the board of school visitors in every town to return under oath before a certain date to the state board of education the average attendance for the year, the number of days that the school has been in session, with a statement that the money received has been expended for teachers' wages only. More than the above, the law says that the teachers employed must fulfill all the legal requirements for teachers in this state and shall not be disapproved by the state board of education. This last clause gives the state board of education power to go into the schools which receive this state grant and disapprove a teacher who falls below the standard. It is, of course, possible for the agent of the board, when he makes visits for this purpose, to observe the general condition of the schools, the character of the buildings, the course of study, the physical condition of the children, and to make kindly and helpful suggestions.

I understand that the secretary of the state board of education has spent several weeks this fall in visiting the schools in towns which receive a portion of this average attendance grant. It is his habit to spend nearly a week in the schools of the town, visiting perhaps two or three rooms per day. He makes careful notes of the conditions, good or bad, as he finds them. At the end of the week he has an informal conference with the school officials, in which he brings exactly to their attention the faults which he has found during his visit and points out the obvious route to better things. He also holds on Friday evening at some convenient point a mass meeting for all citizens interested in the schools of the town. At this meeting much is done to arouse public interest in the specific school problem of the town, and a sentiment is aroused which should serve as a support to the officials when they attempt to make the necessary changes. The secretary also makes a formal report on the condition of the schools of the town to the state board of education, for their consideration and for such action as may seem to them advisable. The secretary has sent me, at my request, a copy of the resolutions passed by the state board of education as a result of his visits to two towns. These letters are presented with only such minor alterations as are necessary to conceal the identity of the towns.

Mr ————

———— Conn

Dear sir :—

At a meeting of the state board of education held November 15th the following vote was passed :—

Voted, That the secretary be instructed to inform the school visitors of the town of ——— that this board will not make application to the comptroller in favor of the town of ——— for the average attendance grant unless on or before August 1, 1908, it shall clearly appear that all school buildings are in a satisfactory condition and that qualified teachers have been employed for the school year 1908–9.

The information upon which this vote was based was as follows:—

1 That the site and building of the ——— school was entirely unsatisfactory and that there ought to be a new schoolhouse on better site

2 That the ——— school is not in a satisfactory condition and ought to be thoroughly repaired

3 The information before the board shows that the two districts known as ——— and ——— can be united and one schoolhouse conveniently located will be adequate for the united district

4 That the schoolhouse in the ——— district ought to be repaired

5 That the teacher in the ——— district appears to be satisfactory both in respect to management and teaching

6 That the teacher at ——— is unsuccessful in respect of management and teaching, and if after due trial she does not improve, a change ought to be made

7 That the wages of teachers now fixed at $5.50 to $7.00 per week ought to be increased and the standard of qualification raised

8 That efficient supervision ought to be provided by the board of school visitors for all the schools in the town under the provisions of chapter 195 of the acts of 1903

Referring to our conversation about the willingness of the town to make some changes in view of the possible average attendance grant, I think that these votes and statements will probably be of service.

My suggestion to your board is that during the present year that you permit the state board of education to appoint a supervisor for the town to act during the remainder of this year.

Possibly he can bring the schools to a state of efficiency which will remedy any deficiencies in that direction.

The expense to the town will not be more than $75.00.

I shall be glad to confer with you upon these matters at any time that will suit your convenience.

I shall be in ——— to attend examinations on the 27th and 28th of December.

Yours truly,

Mr ————

———— Conn

Dear sir:—

At a meeting of the state board of education recently held, the following votes were passed:—

Voted, That the secretary be instructed to inform the school officers of the town of ——— that this board will not make application to the comptroller in favor of the town of ——— for the average attendance grant unless on or before August 1, 1908, it shall clearly appear that all school buildings are in a satisfactory condition and that qualified teachers have been employed for the school year 1908–9.

Voted, That efficient supervision ought to be provided by the school officers for all schools in the town under the provision of chapter 195 of the public acts of 1903 and that the qualification of teachers ought to be fixed at a higher standard.

Voted, That the teachers in districts Nos — and — are not satisfactory and are disapproved.

The evidence before the state board of education was in summary as follows:—

1 That the school district No — was not in session

2 That the teachers in districts Nos — — — and — were not disapproved

3 That the teacher in district No — is not entirely satisfactory showing in particular lack of interest and experience

4 That the schoolhouses in districts Nos — — — and — are in only fair condition and need attention

5 That the building in district No — was in an extremely bad condition. The windows were new but otherwise the building showed no signs of recent repair. The building appears to be an unfit place for the housing of children

Yours truly,

Here is a record of positive work,—work which will bear fruit at once,—work which will tend to raise the standard of schools in these towns and which will raise the qualifications of teachers in these towns. But manifestly the secretary of the state board of education can not visit each of the seventy towns. I am asked to suggest legislation. I suggest that this body do all in its power to place on the statute books legislation which shall give the state board of education positive power to go into all the towns which receive any portion of the state grant and make the school officials furnish school buildings that shall be hygienically and morally fit for the use of children, make them employ teachers who shall give to the pupils the educational advantages which the present law contemplates they should have and of which they are being deprived in many localities. I suggest that this body do all in its power to place legislation on the statute books which shall give the state board of education power to appoint sufficient well-qualified agents to do this work and to do it well. If $60,000 is not sufficient for this work, more money ought to be appropriated. However, there should always be a proper division of the burden borne by the town and the states. This grant should not tend to pauperize. The state should help certain towns and should also see to it that the towns help themselves. I am aware that someone will at once say that this is centralizing power and that we are interfering with local self-government. But when local self-government becomes local dry rot it is valueless. It is time somebody stepped in and did something. If some of the things which I have suggested are done, then the minimum qualifications of teachers will be raised.

I have been asked to suggest legislation. There are in this state about one hundred towns in which the schools have no supervision other than that given by the acting school visitor. There are in these towns not far from 50,000 children who have no other supervision but that given by the acting school visitor. The law says that the acting school visitor shall visit the school twice each term. As a matter of fact, the school visitors do not live up to the law. Often they do not visit the schools and in too many cases it would do but little good if they did. School work is a profession, and the doctor, lawyer, clergyman, or farmer can not steal a few days or a few hours now and then from their regular work to do efficient school work. As a matter of fact, the schools in most of these towns have no adequate supervision. The poorest paid and the

most inexperienced teachers in the state are left to themselves to struggle on as best they can, with great loss and often to sure failure.

Perhaps there is still greater loss in the fact that there is no trained school man at hand to advise the school board, no one who knows just what to do, no one to take the initiative. Therefore, the school board attempts but little more than to carry on the school along the old lines which often mean stagnation and failure. The schools of this state will never reach a very high general level—I will make it stronger—no town in the state of Connecticut will ever have a modern school, an effective school, a school which turns out boys and girls who are ready to take their place in the life of the twentieth century until there is a thoroughly trained man or woman in each town who shall supervise the schools and act as an expert adviser to the school board. This body should lend its influence to further legislation which shall bring this needed reform.

I venture another dogmatic statement. If the best superintendent within the sound of my voice was to work in some of the towns of this state for the next two years, he would succeed but indifferently well in making good schools. Take, for instance, one of the towns which still works under the old district system. There are perhaps fifteen different districts. Fifteen different committee-men have the last word to say about the hiring of the teachers in that town. They may consult with the superintendent or they may not. But even if they do, think of the time wasted in the process. The hiring of new teachers is a simple matter compared with the details of buying books, supplies, school furniture, etc. A box of crayon is needed in district No 13, and the superintendent requests the committee-man in that district to buy it. He does it, when he gets time from his every day affairs. There are not seats enough in district No 11. The superintendent requests the committee-man to provide some. But he has no money until he calls a legal meeting and lays a school tax. There is a town within sight of the dome of the Capitol with nine districts administered under the old district system. The school board has delegated the work of the acting school visitor to a competent superintendent. There are nine men on the school board. There are three committee-men in each district, also each district has a treasurer and a clerk. The superintendent of schools has fifty-four superior officers. I may add that he supervises forty-five teachers. The superintendent in that town can not carry on his work without seeing many times in the year each of these fifty-four men. It is said that a man can not serve two masters. The old district lines should be swept away and the school affairs of every town put into the hand of a body of men so small that the authority and responsibility can be located. Perhaps this may be thought too sweeping

a statement by some. But there ought to be some open road out of the difficulty, and the conditions in some of our larger cities and communities ought no longer to be a stumbling block for the schools of all the rest of the state. It is time that we were earnestly at work bringing about a change of conditions which shall give to the 50,000 children which I have mentioned, educational advantages equal to those enjoyed by the rest of the children of the state.

In conclusion, it seems clear that we need legislation which shall place a professionally trained and adequately paid teacher in each of the schoolrooms in the state, which shall provide a well trained and efficient superintendent for each system of schools in the state, and which shall reduce the number of school officials in each system of schools to such a number that responsibility may be readily located, and that the work of these officials, the superintendent and the teachers, may be efficient.

Discussion

Superintendent F H Beede of New Haven said in part:

I distrust improvement of the schools through legislation. It is more important that we develop a fine public spirit toward our schools than it is that we obtain extensive legislation in regard to the details of their administration. We have enough school laws now. I also distrust, somewhat, the wisdom of establishing minimum qualifications and minimum salaries for teachers throughout the state. The highest qualifications of teachers are those which could never be reached by legislation. Many a teacher has received a good high school education and a normal school training and has had experience in practical work who does not know how to teach school. Many another teacher is without liberal educational qualifications and without special training who can teach. It is largely a matter of personality and individual qualifications that makes the teacher. What we are after, of course, is good schools. I am not sure that minimum qualifications and minimum salaries for the state as a whole would make good schools.

The valuable part of Mr Verplanck's paper, it seems to me, was his statement of the work of the state board in supervising country schools. Supervision is exceedingly important. Country schools left to themselves will seek the level of the community in which they exist. Schools supervised under competent authority will be sure to approach the standard of those who supervise them. It is exceedingly important that there be some authority that can go into a school, determine whether it is satisfactory or not, and put the stamp of its approval or disapproval upon its continuance. If the state board has authority to do this and exercises the authority as Mr Verplanck has stated, great improvement will result, it seems to me, without any further legislation. If the

authority of the state board needs strengthening in this particular, I have no fear of undue centralization if additional authority should be given it. What I suggest would be not legislation looking toward qualifications of teachers, salaries, etc., but legislation which would enlarge the authority of the state in requiring that the country schools should be kept up to a certain standard.

Superintendent Clinton S Marsh of Wallingford said in part:

To one trained in another state, where centralized power is in operation, the practice of this state seems loose and complex. That things are not right in the state of Connecticut has been indicated by every speaker here to-day.

I have been particularly pleased with Mr Verplanck's paper, It seems to have been written with a clear comprehension of the facts and with a frankness and ease that would cause it to be read by all who shall be fortunate to obtain a copy of it. I should like to see Mr Verplanck's paper placed in the hands of every school official, principal, superintendent, and voter in the state, as the most effective way of arousing the real source of power and reform,—the people.

Principal Frank J Diamond of New Haven said in part:

One feature essential to any scheme seeking to establish uniform standards with higher qualifications for teachers in the rural schools, and one which has not been brought forward in the discussion thus far, is that provision must be made to enable those who would teach in those schools to qualify to meet your requirements. There are various reasons why we should not look to the normal schools to do this work. The establishment of one year courses in professional work in a dozen or more of the stronger high schools throughout the state, the same being well distributed geographically, would go far in the right direction.

Principal Henry T Burr of the Willimantic normal school said in part:

The second report read by Mr Verplanck was made upon my recommendation. I recognize it as such. I mention this because of its bearing upon a point made by Mr Beede.

Mr Beede has stated the need of some authority competent to critically examine the schools and to force out the incompetent teacher. There is such a teacher in the town referred to. The school authorities are quite ready to remove her and have been trying for some weeks to find a better teacher. They have asked me to find one and I have had to say to them, "I don't know of a teacher in the state of Connecticut who is not now at work."

This is where our present system breaks down. What is needed is the machinery for developing and training the teachers now in

service. This girl must stay in this school because there is no better teacher to be had. We must devise some means of training her to do better work.

This case shows also the difficulty in the way of establishing minimum qualifications. The number of teachers of any sort is inadequate. If minimum qualification laws are passed at the next legislature, the country towns, however willing they may be to abide by the law, will be unable to obtain a sufficient number of properly qualified teachers for their schools. They will be forced. in spite of the law, to hire those not qualified. By the time the next legislature meets the law will have become a dead letter and a law that is not enforcible is worse than no law at all.

I desire all the good things that have been discussed at this meeting as heartily as any of you, but I am convinced that the most immediate need is some form of supervision. With an active supervisor in each town developing the schools and educating the community as to the needs of such schools the other things will soon follow.

21 19

Connecticut School Document

No 6 1908

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Scheme of state examinations

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

ROLLIN S WOODRUFF *Governor*	New Haven
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WILLIAM H PALMER	Norwich
GEORGE M CARRINGTON :	Winsted
WILLIAM G SUMNER	New Haven
EDWARD D ROBBINS	Wethersfield

OFFICE

ROOM 42 CAPITOL Hartford

A J WRIGHT *chief clerk*

April 1908

State examinations

LAW

The law under which state examinations are held was passed in 1884, and runs as follows:

"The state board of education may, upon public examination in such branches and upon such terms as it may prescribe, grant a certificate of qualification to teach in any public school in this state, and may revoke the same. The certificate of qualification issued under this section shall be accepted by boards of school visitors, boards of education, and town school committees in lieu of any other examination." Gen Stat § 2246.

SCHEME

The following scheme has been adopted by the board:

I

CERTIFICATES

Hereafter, in the administration of the law providing for the examination of teachers by this board, the following forms of certificate shall be used:

STATUTORY CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused of to be publicly examined in the studies enumerated in sections 2130 and 2245 of the General Statutes as follows: Reading, Spelling, Writing, Arithmetic, English Grammar, the rudiments of Geography and United States History, Physiology, and Duties of Citizenship,

Hereby certifies that has been found to have the academic knowledge which meets the minimum requirement of said sections in each of the enumerated subjects.

This certificate may be accepted by the school officers of the town of and is limited to said town and expires unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder has taught and managed successfully.

ELEMENTARY CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused of to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic,

in Elementary Science (including Physiology), in Geography, and in History and Civil Government, hereby certifies that has been found to have elementary knowledge and special preparation for teaching in each of the foregoing subjects, and to that extent is qualified to teach in the public schools of the State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder has taught and managed successfully.

HONOR CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused to be publicly examined in Writing, in English (including Reading, Spelling, and Grammar), in Arithmetic, in Elementary Science (including Physiology), in Geography, in History and Civil Government, and in the Art of Teaching, hereby certifies that has passed such examination with honor, and is well qualified by knowledge, professional preparation, and skill, to teach in the public schools of this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

CERTIFICATE OF SPECIAL EXCELLENCE

The State Board of Education having previously examined and granted an honor certificate to of and having now caused to be more searchingly examined in hereby certifies that has passed such examination with great honor, and is exceptionally well qualified to teach said subject in the public schools of this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon.

CERTIFICATE OF SPECIAL PREPARATION

The State Board of Education having examined in accordance with section 2246 of the General Statutes, in certifies that has passed such examination and is qualified in respect of knowledge [professional preparation and skill] to teach said subject.

KINDERGARTEN CERTIFICATES

I

The State Board of Education having, in accordance with section 2246 of the General Statutes caused to be publicly examined in English (including Reading, Spelling, Grammar, and English Literature), in Penmanship, in Elementary Science (including Physiology), in History, Music, Drawing, and the Kindergarten gifts and occupations hereby certifies that has been found to have elementary knowledge and special preparation in each of the foregoing subjects, and to that extent is qualified to teach in a public kindergarten in this State.

This certificate is good only for one year from date unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder has managed and taught sucessfully in a kindergarten.

2

HONOR CERTIFICATE

The State Board of Education having, in accordance with section 2246 of the General Statutes, caused to be publicly examined in Penmanship, in English (including Reading, Spelling, and Grammar), in Arithmetic, in Elementary Science (including Physiology), in History, in the Kindergarten gifts and occupations, and in the Art of Teaching, hereby certifies that has passed such examination with honor, and is well qualified by knowledge, professional preparation, and skill to teach in a public Kindergarten in this State.

This certificate is good only for one year from date, unless a renewal is endorsed hereon. Renewal will be granted only upon evidence that the holder managed and taught successfully in a Kindergarten.

SUPERVISORS CERTIFICATES

I

The state board of education approves ..... of ..... as a supervisor under the provisions of chapter 195 of the public acts of 1903.

2

The state board of education having examined ..... of .....certifies that .....has passed such examination with ..... and is qualified to be a supervisor in the public schools of this state. This certificate is good for ..... from date unless extended by renewal endorsed hereon.

II

CONDITIONS

The statutory certificate shall be granted to those whose examinations show a tolerable academic acquaintance with the subjects prescribed in sections 2130 and 2245 of the General Statutes, revision of 1902.

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* These sections read as follows:

SECTION 2130 Public schools shall be maintained for at least thirty-six weeks in each year in every town and school district. No town shall receive any money from the state treasurer for any district unless the school therein has been kept during the time herein required; but no school need be maintained in any district in which the average attendance at the school in said district during the preceding year, ending the fourteenth day of July, was less than eight. In said schools shall be taught, by teachers found duly qualified, reading, spelling, writing, English grammar, geography, arithmetic, and United States history, and such other studies, including elementary science and training in manual arts, as may be prescribed by the board of school visitors, or town

The elementary certificate shall be granted to all persons whose preliminary papers and examination prove their possession of that knowledge and minimum professional preparation without which it is impossible to teach the subjects which ought to be taught in all schools.

The honor certificate shall be granted to those persons who in the public examination shall have proved their possession of sound elementary knowledge and professional training in all the subjects enumerated in the certificate, and who shall also by actual exercises in teaching children prove their possession of professional skill.

Those who have obtained the honor certificate and others approved by the board may be admitted to the examination for certificates of special excellence. The examination shall always include actual exercises in teaching. In order to obtain this certificate, skill in teaching the subjects as well as accurate knowledge must be shown by the candidate.

Those who have made preparation to teach special subjects not included in the requirements for elementary and honor certificates may be admitted to examination for certificate of special preparation. This examination may include actual exercises in teaching. Professional training and skill in teaching, if exhibited by the candidate in the teaching exercises, will be noted on the certificate.

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school committee. The public schools of every town and district shall be open to children over five years of age without discrimination on account of race or color, but school visitors, town school committees, and boards of education, may, by vote at a meeting duly called, admit to any school children over four years of age.

SECTION 2245 School visitors, town school committees, or boards of education shall, as a board, or by a committee by them appointed, examine all persons desiring to teach in the public schools; and give to those with whose moral character and ability they are satisfied, if found qualified to teach reading, writing, arithmetic, and grammar, the rudiments of geography and history, and the rudiments of drawing if required, a certificate authorizing the holder to teach in any public school in the town or district so long as desired, without further examination unless specially ordered; such certificate may limit the authority to teach to a specified time or in a specified school. No certificate to teach in grades above the third in graded schools nor in classes corresponding to such grades in ungraded schools shall be granted to any person who

The kindergarten certificate will be granted to those who in the public examination and in the preliminary papers have shown acquaintance with the subjects enumerated in the certificate and have furnished evidence of ability to conduct and teach children who attend the kindergarten.

For supervisor's certificate see page —.

III

STATUTORY CERTIFICATES

Candidates for the statutory certificate must pass an examination in the rudiments of the subjects enumerated in section 2130 and 2245 of the General Statutes.

These subjects are

Reading	Geography	Physiology
Writing	Arithmetic	Spelling
English grammar	United States history	Duties of citizenship

A certificate will be granted for a year, and will be valid only in the town written upon its face. It may be accepted in lieu of an examination by town or district school officers. Renewal will be granted only upon evidence that the holder has taught and managed successfully.

A candidate for this certificate will be examined at any time, but the certificate will not be issued until the candidate has made an engagement to teach.

This certificate is not evidence that the holder can teach or manage or has any professional skill. It shows that an academic examination has been passed in the subjects required by sections 2130 and 2245, and that the holder has given some attention to methods of teaching the two subjects,— reading and writing.

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has not passed a satisfactory examination in hygiene, including the effects of alcohol and narcotics on health and character. If a person is examined and found qualified to teach branches other than those required in all cases, such branches shall be named in his certificate. Said certificate shall be signed by a majority of the board or committee or by all the members of the committee appointed to examine. They may revoke the certificates of such teachers as shall at any time be found incompetent to teach or to manage a school, or fail to conform to their requirements.

Candidates for this certificate wishing to obtain later the elementary certificate [page 9] may receive credit toward the elementary certificate in the subjects which they pass with especial excellence.

A re-examination may be required at the end of a year.

EDUCATION REQUIREMENTS

To receive a statutory certificate candidates must on examination satisfy the following requirements:

Reading They must furnish evidence that they can teach the beginnings of reading and also instruct scholars who have learned to read.

The following books contain suggestions on teaching the beginnings of reading:

Robbins, *Phonics* B H Sanborn Boston Mass

Farnham, *The sentence method of teaching reading, writing, and spelling* C W Bardeen Syracuse N Y

Suggestive questions found in state documents will be sent on application.

Penmanship They should be able to write so well that all their written work may be imitated by children; they should also furnish some evidence that they know how to teach writing.

A small chart containing small and capital letters, and printed suggestions, will be sent to all who wish to practice.

The references and topics on page 13 will suggest course of preparation, and the questions hitherto used will be sent.

English They must be able

1 To pronounce and spell common words

2 To show a good knowledge of capital letters and other English forms

3 To write and address a letter

4 To state clearly in their own language the substance of any short selection

5 To write briefly on a topic found on the examination paper

6 To answer a few simple questions in grammar

An outline for preparation will be sent on application.

Arithmetic They must be able to figure accurately and to work simple practical problems under the subjects usually found in arithmetic See page 15

Geography They must be able

1 To locate the principal divisions of land and water in the United States and in the world

2 To locate the chief political divisions of the United States and in the world

3 To draw a map of Connecticut and locate counties, principal rivers, and cities

4 To describe the important physical features of North America and of Europe

In the following elementary books will be found the topics upon which questions may be expected:

Grove, *Science primer Geography*	American Book Co.
Geikie, *Science primer Physical geography*	" " "
Tarr, *North America*	Macmillan

These books will be loaned on application.

Physiology They must be able to do the work required of teachers in the text-book on physiology prepared by Dr J K Thacher and A B Morrill.

This book will be sent on application.

History They should show good knowledge of certain topics of history usually found in history text-books.

Suggestive topics will be sent on application.

The questions used in previous examinations will be useful in preparation.

Duties of citizenship The topics in civil government will be sent on application

IV

ELEMENTARY CERTIFICATE

PRELIMINARY PAPERS

Candidates shall not be admitted to examination for an elementary certificate unless, on or before the day to be announced in advance, they have sent to the secretary of this board satisfactory papers giving evidence of professional study.

In preparing these papers candidates are urged to make use of every available help, and the language of books may be copied, provided the matter quoted is indicated. They must, however, expect to be examined with especial strictness on the subject-matter of their papers, and must be prepared to show that all which they have written represents knowledge which

they can readily use in teaching. These papers may be short, but they have great weight in determining the fitness of the candidates. They may be questioned orally upon the subject-matter of these papers.

The following papers must be presented:

English 1 A paper describing the candidate's method of teaching children to read.

This paper must be divided into three parts: (1) Giving a plan of teaching *beginners*; (2) a plan for teaching those who can use books; (3) the special uses of oral and silent reading.

2 A paper describing the candidate's method of teaching children to express themselves easily and clearly, both in speaking and in writing.

The use to be made of (1) *copying*, (2) *dictation*, (3) *oral statement* and (4) *composition* should be given.

3 A paper giving a few books with which the candidate is familiar under the following heads:

1 Books for young children	4 History
2 Poetry	5 Science
3 Biography	6 Fiction

A summary of one of the books may be required.
[The author, title, and publisher of each book must be given.]

4 (1) A list of useful school reference books.
(2) A list of not more than twenty books which ought to be in a school library.
[The author, title, and publisher of each book must be given.]

5 A paper describing the kind of literature which should be used (1) in teaching children the beginnings of reading, with selections or references to books; (2) the kind of literature to be used in the later practice of reading.

This paper should also describe the extent to which the teacher would go in studying English literature with children, and in particular give a list of books

1 *which should be read in school*, and
2 *which young children should be induced to read to themselves.*

The lists should be carefully selected, but may be very brief.

If possible, these books should be arranged for the stages of school progress.

6 A paper giving

1 A list of important points of English usage on which children need special drill.

the correct forms of expression and the incorrect forms to be avoided should be given.

2 A method of teaching punctuation and the written forms of the language may be here included.

3 In this paper candidates should also state and illustrate what elements of English grammar can be used in securing correct written and spoken language.

7 A paper describing the candidate's method of teaching spelling.

Penmanship A paper describing the candidate's plan of teaching children to write.

This paper must include the small and capital letters as they would be taught to children.

Small charts containing small and capital letters will be sent.

Arithmetic 1 One paper giving the facts of number to and including 10.

2 One paper describing the candidate's plan of oral and written work under all topics mentioned on pages 14-15, especially showing how children may be taught to work practical problems with facility.

See Peck, *Our new arithmetic.* A Lovel & Co.

Elementary science Two papers, each describing the candidate's plan of a lesson to be given to children.

It is recommended that one paper shall describe a lesson in Chemistry and one a lesson in Physics, Geology, or Botany.

Each paper must give:

1 Age of children for whom the lesson is intended
2 Purpose of giving the lesson
3 Concise description of apparatus, experiments, or object of observation — supplemented by any necessary diagrams or drawings
4 Method of teaching the lesson

The following topics suggest some of the more important subjects with which the candidates must be familiar:

Air	Three states of matter
Oxygen	Pressure in solids, liquids, and gases
Nitrogen	Transmission of pressure
Hydrogen	Expansion
Candle flame	Circulation of water — of air
Carbon dioxide	Winds and currents
Gravitation	

Evaporation	Telegraph
Condensation	Electric lamp
Melting	Steam engine
Freezing	Sound
Rain, snow	Common minerals
Dew, frost	Rock disintegration
Fog, cloud	Soil formation
Vapor and climate	Soil transportation
Conduction	Work of rain, rivers, and ice
Sources of heat	Organic rock
Cohesion	Sedimentary rock
Magnetism	Fossils

Geography 1 One paper describing a plan of lesson for young children.

2 One paper giving topics of lesson for older scholars, and suggestions as to the way in which the scholars should prepare such a lesson.

3 A list of books which children may profitably read in connection with this subject.

4 A short list of reference books useful for a teacher.

[The author, title, and publisher of each book must be given.]

Physiology 1 One paper giving parts of the subjects most important for school children and the object of teaching each.

2 One paper describing a plan for a single lesson, stating:

1 Age of children

2 Purpose of the lesson

History, civil government, and duties of citizenship 1 One paper giving the object and uses of studying history in public schools.

2 One paper giving a list of books which may be read by children in connection with this subject.

[The author, title, and publisher of each book must be given.]

3 One paper describing a plan of a single lesson in history.

4 A paper describing a plan of a single lesson in civil government and the duties of citizenship.

School management 1 A paper suggesting principles and rules for grouping and classing scholars.

2 A paper describing clearly the method of keeping registers of attendance. The candidate will fill out a register for

three terms of twelve weeks each, using not less than five names. The register should be complete, and the method of obtaining the average attendance should be indicated for each term. All the work performed in obtaining averages for each term should be left on the proper page of the register.

State register containing directions will be sent on application.

3 A paper showing acquaintance with the laws of the state relating to instruction, attendance, employment of children, and the duties of teachers.

The laws relating to schools will be sent on application.

PRELIMINARY REQUIREMENTS FOR ADVANCED CERTIFICATES

Candidates for certificates of especial excellence and of special preparation may be required to send to the secretary of the board, before they are admitted to examination, a thesis on the special subject of examination.

GENERAL DIRECTIONS FOR PREPARING PRELIMINARY PAPERS

i 1 Write from the standpoint of a teacher
  2 Give references if any matter has been copied from books

ii Blank books will be sent upon application. If these books are used write on both sides of the paper

iii If loose sheets of paper are used
  1 use paper of "letter" size
  2 write on one side only
  3 leave margin at left
  4 leave first sheet of each set of papers blank, on which write
    a subject
    b name of writer
    c address
    d date
  5 write subject and your name at head of each page
  6 do not fold or roll the papers
  7 fasten the sheets securely together

iv Carefully separate the different papers on the same subjects, *e g*, English i English ii etc.

EXAMINATIONS

[FOR ELEMENTARY CERTIFICATE]

Preliminary papers Candidates must show a thorough practical understanding of all that they have written in the papers presented before the examination. They may be questioned orally upon the subject-matter of these papers.

In order to pass the examinations and receive an elementary certificate, candidates must satisfy all the following requirements:

Penmanship They must furnish evidence that they can teach penmanship.

One test will be making on the blackboard or on paper the small and capital letters as they should be made in teaching children.

The following are references on subject of penmanship:

Parker, *Talks on teaching,* pages 75-79
Farnham, *Sentence method,* read entire book
Prince, *Courses and methods,* pages 66-73
Fitch, *Lectures on teaching,* pages 205-208
Suggestive questions will be found in state documents, which will be sent on application.

The following are a few topics to which preparation may profitably be directed:

1 What is penmanship
2 Purpose in teaching
3 Time for beginning
4 Tracing { what / amount / purpose
5 Penholding
6 Correct position
7 Form teaching
8 Classification { small letters / capital letters
9 Drill
10 Movement exercises
11 Criticism

Reading Candidates must furnish evidence that they can teach reading. Mere ability to read is not sufficient. A definite method of procedure with beginners and with those who can read books will be required. Candidates must also be ready to answer questions upon books which they themselves have read.

The following are references on the subject of reading:

Farnham, *The sentence method of teaching reading, writing, and spelling*
Hall, *How to teach reading and what to read in schools*
Parker, *Talks on teaching,* pages 26-66
School document No 12, 1904, *Report on the study of English language and literature in elementary and secondary schools*
Suggestive questions will be found in state documents, which will be sent on application.

Spelling They must be able to spell and pronounce common words.

Under this subject will be given questions relating to pronunciation, the use of the dictionary, abbreviations, and diacritical marks.

English 1 They must show a good knowledge of punctuation and capital letters.

2 They must be able to write and properly address a letter of any ordinary nature.

3 They must be able to state clearly in their own language the substance of any short selection, and to write briefly on a subject given in the examination.

4 They must show a good knowledge of the elements of English grammar.

English literature They must have studied some simple topics in English literature, and be able to write intelligently, in correct English, in answer to one or more easy questions upon this topic.

The topics will be sent on application.

Arithmetic They must be able both to figure and to work out simple practical problems in the following subjects ordinarily taught as parts of arithmetic:

Addition
Subtraction
Multiplication
Division
Common and decimal fractions
Percentage (including among its applications simple interest, stocks, commissions, and profit and loss)
Common weights and measures and their applications
The metric system
Mensuration of plane surfaces and of rectangular solids
Ratio and proportion
Square and cube root

They must also know how to keep a cash account and make out bills and receipts.

Elementary science They must have a good elementary knowledge of the subjects chosen for their preliminary papers in science. See page 11.

Reference is made to the following school documents, which will be sent on application:

School Document No 17, 1902, *Observation lessons in science,* by A B Morrill

School Document No 12, 1903, *Lessons on plants,* by H N Loomis

See also the following books:

Huxley, *Science primer Introductory*	American Book Co
Roscoe, *Science primer Chemistry*	" " "
Stewart, *Science primer Physics*	" " "
Bower, *Science applied to work*	Cassell

These books will be loaned upon application.

Geography They must

1 Understand the elements of mathematical geography

2 Be able to locate the principal divisions of land and water of the world.

3 Be able to locate the chief political divisions of the world and the states and territories of the United States.

4 Be able to describe the important physical features of North America and of Europe.

5 Show a good knowledge of certain topics ordinarily taught as a part of geography. These topics will be sent on application.

The following books are suggested:

Grove, *Science primer, Geography*	American Book Co
Geikie, *Science primer, Physical geography*	" " "
Shaler, *The story of our continent*	Ginn & Co
Shaler, *First book of geology [with teacher's pamphlet]*	D C Heath & Co
Brigham, *Geographic influences in American history*	Ginn & Co

These books will be loaned on application.

Physiology 1 They must be able to do (at least sufficiently for some elementary instruction) the work required of teachers in the text-book on physiology prepared by Dr J K Thacher and A B Morrill.

This book and charts will be sent to those who wish to prepare themselves on this subject.

2 They must be acquainted with the law relating to the teaching of physiology and hygiene.

The law is found in General Statutes, §§ 2162, 2163, 2245. The laws relating to schools will be sent on application.

History and duties of citizenship They must be able to show a good knowledge of certain topics in history and the duties of citizenship. These topics will be sent on application.

See

Hart, *Suggestions on history and government of United States* Cambridge

Gordy & Twitchell, *Pathfinder of American history* Lee & Shepard
Atkinson, *On history and the study of history* Little, Brown & Co
Atkinson, *The study of politics* " " " "
Semple, *American history and its geographic conditions*
Houghton, Mifflin & Co
Fisk, *Civil Government* " " " "
These books will be loaned on application.

Vocal music and drawing are not now required except for kindergarten certificate. If satisfactory evidence of ability to teach these branches be furnished, they will be noted on the certificate.

V

HONOR CERTIFICATE

Candidates for honor certificates should notify the secretary of their willingness to show by actual exercises in teaching children that they can both teach and manage.

VI

KINDERGARTEN CERTIFICATE

PRELIMINARY PAPERS

Candidates cannot be admitted to examination for a kindergarten certificate unless on or before a day to be announced in advance they have sent to the secretary of the state board satisfactory papers giving evidence of professional study.

Kindergarten 1 A paper showing an acquaintance with the Froebelian gifts and occupations and their educational value

2 A paper showing an acquaintance with Froebel's Education of man and the principles and laws therein set out.

3 A paper stating and illustrating the method of control in the kindergarten.

4 A paper giving a kindergarten program covering a month

5 A paper giving a short list of songs and plays and the purpose of each

English 1 A paper showing the candidate's method of teaching beginners to read

2 A paper showing the candidate's method of teaching children to speak easily and correctly

3 Same as English 3 on page 10

4 A paper describing the kind of literature including

stories which should be presented to children in the kindergarten

5 A story in the form in which it would be told to children

Penmanship Same as penmanship, page 11

Arithmetic 1 A paper giving the facts of number to 10

2 A paper outlining the extent to which arithmetic can be taught in the kindergarten

Elementary science Same as elementary science on page 11

Physiology Same as physiology on page 12

History 1 One paper giving the object and uses of studying history

2 One paper describing the uses of history and biography in the kindergarten

School management Same as school management on page 12

EXAMINATIONS

Certificates will not be issued until the candidate has demonstrated ability by actual exercises in teaching

Kindergarten 1 Candidates must furnish evidence of acquaintance with the Education of man by Froebel. The translation by W N Hailman is recommended.

2 Candidates must be prepared to answer questions upon the gifts and occupations.

The following is recommended as containing what is essential:

Bates, Lois, *Kindergarten guide*

Other books which can be recommended are

Wiggin, K D *Kindergarten principles and practice*
Buckland, Anna, *Use of stories in the kindergarten*
Kindergarten and child culture, see pages 71-74, 84-88, 161-281, 465-473, 625-640

Reading Candidates must furnish evidence that they can teach primary reading. Mere ability to read is not accepted. A definite method of procedure with beginners will be required. See references for reading, page 14

Spelling Same as spelling on page 14
English Same as English on page 8
English literature Same as English literature on page 15
Penmanship Same as penmanship on page 8
Arithmetic Same as arithmetic on page 8
Physiology Same as physiology on page 9
History Same as history on page 9
Elementary science Same as elementary science on page 15
Music Vocal music is required and the candidate must furnish evidence of ability to play sufficiently to conduct kindergarten exercises
Drawing Examination is required

VII

SUPERVISION

SUPERVISOR'S CERTIFICATE OF APPROVAL

In the administration of the laws relating to supervision, supervisors' certificates of approval may be granted and the following method of procedure is prescribed:

1 A supervisor's certificate may be issued by special vote of this board to persons who have successfully supervised not less than six schools for five consecutive years in this state and during these five years have given their whole time to supervision.

2 Supervisor's certificate 2 may be granted to all persons who in a public examination have proved their possession of that knowledge, professional training, and qualifications for supervision, which are necessary to the organization and management of schools, the instruction of teachers and the proper progress and advancement of children in the several grades.

CONDITIONS

Candidates for certificate 2 must pass examination in the subjects outlined in the scheme for elementary certificates, but graduates of colleges, universities and normal schools, holders of state elementary or honor certificates, will not be required to pass such examination. Candidates having a high school education and who have had five years' successful experience as supervisors giving their whole time to supervision or to both supervision and teaching at the same time, shall not be required to pass an academic examination.

EXAMINATIONS

All candidates must in examination satisfy the following requirements:

1 *Laws of the state relating to schools* They must furnish evidence that they are acquainted with the laws of the state relating to schools, especially the sections relating to attendance, required subjects of study, duties of supervisors and qualifications and duties of teachers.

2 *Organization of public schools* They must show acquaintance with the organization of good schools and the principles and rules of grouping and classifying children.

3 *Courses of study* They must furnish evidence that they understand the uses of a course of study and the essential subjects to be comprised in a course of study.

4 *History of education in Connecticut* They must be acquainted with the history of education in Connecticut and the relation of this history to existing schools.

5 *Supervision* Candidates must in particular be able to state clearly the duties pertaining to the office of superintendent both in relation to teachers, the community and to children.

6 *Qualifications of teachers* Candidates must furnish evidence that they understand the qualifications and duties of teachers.

Books and references will be supplied on application to the State board of education, Hartford.

VIII

BOOKS

The secretary will furnish a list of books which can be read or studied in connection with each of the subjects upon which examination is required. A few books will be loaned to those who are preparing for examination.

IX

CLASSES FOR TEACHERS

A certificate showing that the candidate has in any subject met the requirements of the correspondence courses at the Willimantic or the Danbury normal school will be accepted in lieu of the preliminary papers and examinations of this scheme.

X

MISCELLANEOUS

1 Preliminary papers should be sent at least one week before examination.

2 Examinations will be held in and for any town upon invitation of the town school officers. Successful candidates will receive the statutory or elementary certificates to which they may be entitled, and the record of all, whether successful or not, who are intending to teach in the town will be given to the examining committee.

3 Candidates are allowed to divide their examinations. At least two subjects must be taken at the first examinations, viz.: English (including Reading, Grammar, and Spelling) and Arithmetic.

4 A candidate will not be examined upon the same subject more than four times in one school year.

5 Candidates must obtain the required standing for a certificate within two years after their first examination.

6 Persons wishing to take partial examinations should present themselves at the hours designated in the program on page — or, in advance, make a special arrangement by correspondence.

7 In most cases, certificates will not be granted for longer than one year and all certificates expire July 1.

8 Certificates which have expired will be renewed upon evidence showing that holder has taught and managed successfully.

9 Certificates will not be renewed for persons teaching outside this state.

10 Certificates may be revoked at any time.

XI

Program for elementary certificate

First day

A M	9.00 to 9.30	Spelling
	9.30 to 10.30	Literature
	10.30 to 12.30	Arithmetic
P M	1.30 to 2.30	Writing
	2.30 to 3.30	Reading
	3.30 to 5.00	Grammar
	5.00 to 6.00	Music (optional)

Second day

A M	9.00 to 11.30	History and duties of citizenship
	11.30 to 12.30	Drawing (optional)
P M	1.30 to 2.30	Physiology
	2.30 to 5.00	Elementary science and geography

Program for statutory certificate

	First day		*Second day*	
A M	9.00 to 10.00	Spelling	A M 9.00 to 12.30	History and duties of citizenship
	10.00 to 12.30	Arithmetic	P M 1.30 to 3.00	Physiology
P M	1.30 to 2.30	Penmanship	3.00 to 5.00	Geography
	2.30 to 3.30	Reading		
	3.30 to 5.00	Grammar		

Program for kindergarten certificate

	First day		*Second day*	
A M	9.00 to 9.30	Spelling	A M 9.30 to 11.30	Kindergarten gifts and occupations
	9.30 to 10.30	Literature	11.30 to 12.30	Drawing
	10.30 to 12.30	Arithmetic	P M 1.30 to 2.30	Physiology
P M	1.30 to 2.30	Penmanship	2.30 to 3.30	Elementary science
	2.30 to 3.30	Reading	3.30 to 5.00	History
	3.30 to 5.00	Grammar		
	5.00 to 6.00	Music		

Program for supervisor's certificate

A M	9.00 to 10.30	History of education	P M	1.30 to 3.00	Supervision
	10.30 to 11.30	Laws relating to public schools		3.00 to 4.00	Organization of public schools
P M	11.30 to 12.30	Courses of study		4.00 to 5.00	Qualifications of teachers

Examinations begin promptly at 9 o'clock.

For information, address

STATE BOARD OF EDUCATION
HARTFORD CONN

Conn. St. Bd. of Edu

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CONNECTICUT SCHOOL DOCUMENT

No 7—1908

(WHOLE NUMBER—308)

Connecticut
Normal training schools

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

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OFFICE

ROOM 42 CAPITOL Hartford

May 1908

Connecticut
Normal training schools

The demand for trained teachers in the state of Connecticut has, for many years, been steadily increasing and the number of graduates sent out by the normal schools falls far short of the yearly demand for new teachers. Without doubt the opportunities offered to women for employment in other lines than teaching have greatly increased within recent years, and this fact, together with the feeling that the salaries paid teachers are not sufficiently high, has kept many from preparing to teach who would otherwise have entered our normal schools. It is not generally known, however, that the demand for good teachers is at present very great, far greater than the supply, — that the salaries paid teachers have materially increased within the last few years; — that good work in schools meets ready recognition, and that the work of the teacher is in no way affected by periods of business depression during which employment in other lines of occupation may become very uncertain. Though the incompetent or untrained teacher may find positions it is the trained teacher who is likely to advance most rapidly in her work. To her will come the highest rewards both in salary and professional success, and the outlook for all who look to teaching for their future work and are willing to prepare for it has never been more promising. It is to make these facts generally known and to set forth the advantages offered by the Connecticut normal schools that the state board of education has issued this document.

Connecticut supports four normal schools located respectively at New Britain, New Haven, Willimantic, and Danbury. The equipment of these schools is all that could be desired. The buildings are new and specially designed for normal school work, the needs of the different departments of the school having been carefully considered. The equipment

of the laboratories has received special consideration and separate rooms have been set apart for biology, physics, chemistry, geology and industrial geography and agriculture. Few educational institutions can offer superior facilities for laboratory work. Special rooms are also provided for art, music and gymnastics and the libraries contain large and well selected collections of books.

In connection with each normal school there are training or model schools in which the work of skilful teachers can be observed and the problems of school instruction and school management conveniently studied. The training schools are numerous enough to give each normal school student abundant practice in actual teaching. Nowhere is the necessity for much real practice under the best of supervision as a preparation for teaching more clearly recognized than in the Connecticut normal schools.

All candidates for admission must be sixteen years of age or over and admission without examination will be granted to those who can present

(a) certificates of graduation from high schools offering a course of study at least three years in length, or

(b) evidence that they have received the equivalent of a high school education or,

(c) a state teachers' certificate, or,

(d) evidence of two years' successful experience in teaching.

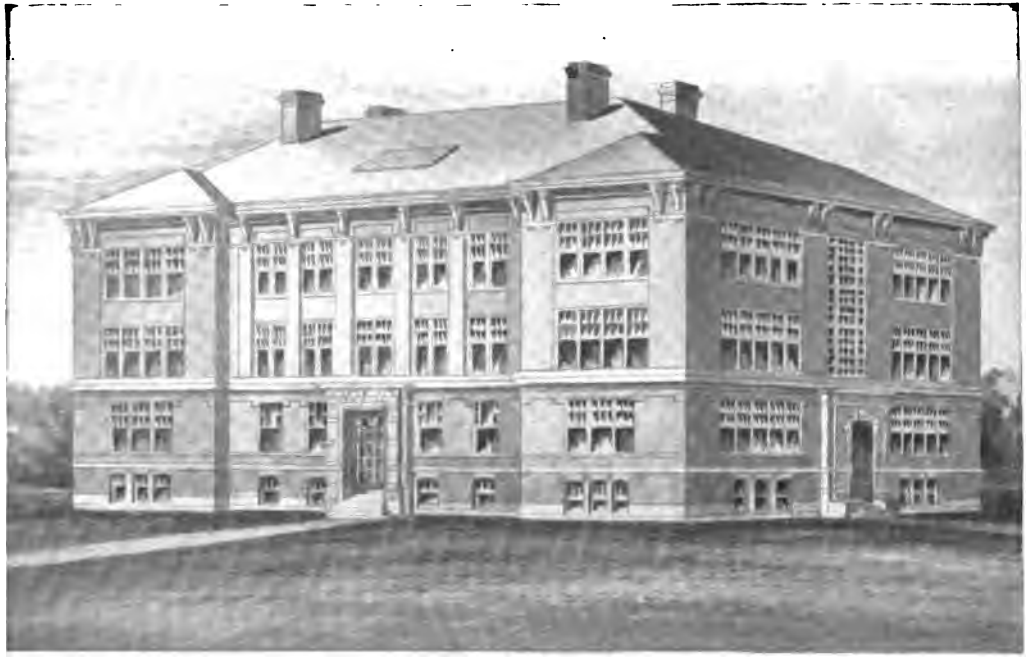
Applicants who desire to take a course in a normal school but are unable to satisfy the requirements enumerated above may be admitted at the Willimantic and Danbury normal schools to a course not less than three years in length.

The expenses of the school are borne by the state and tuition and text-books are free to all who are admitted to the privileges of the schools. The only expenses necessary are those for traveling and board. Assistance in finding satisfactory boarding places will be given by the principals of the schools upon request and catalogues will be sent by them to any who desire more detailed information.


STATE NORMAL SCHOOL
NEW BRITAIN


State Normal School,
Willimantic

STATE NORMAL SCHOOL NEW HAVEN



STATE NORMAL SCHOOL, DANBURY, CONN.

State Bd. of Education.

CONNECTICUT SCHOOL DOCUMENT

No 8 — 1908

(WHOLE NUMBER 309)

SUMMER SCHOOL FOR TEACHERS
DANBURY

JULY 7 – AUGUST 1

1908

SESSIONS ARE HELD AT THE
DANBURY NORMAL-TRAINING SCHOOL

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

ROLLIN S WOODRUFF *Governor*	New Haven
EVERETT J LAKE *Lieut-Governor*	Hartford
EDWARD D ROBBINS	Wethersfield
WILLIAM H PALMER	Norwich
GEORGE M CARRINGTON	Winsted
WILLIAM G SUMNER	New Haven

CHARLES D HINE *Secretary* Hartford

May 1908

STATE NORMAL SCHOOL, DANBURY, CONN.

Danbury normal school

SUMMER SESSION

The summer school will open Tuesday July 7.

Persons expecting to attend are requested to notify the principal.

The purpose of the school is to give information, to illustrate effective methods and to give practical and permanent help in the essentials of school teaching.

Any one or all of the courses may be taken.

Certificates of proficiency will be issued to those who satisfactorily complete courses.

Examinations for state teachers' certificates will be held at the close of the term.

The only necessary expenses will be board and traveling. Tuition and supplies will be free.

The school is open to persons residing or teaching in this state who possess suitable qualifications.

Instructors

SARA M ARMSTRONG	Danbury
History	
ELLA M BRODERICK	New Haven
Physiology	
JANE LORD BURBANK	Danbury
Literature	
EMELENE A DUNN	Danbury
Drawing	
ANNA S HART	New Haven
Arithmetic	
KATHERINE T HARTY	Danbury
Language — manual work — reading — seat occupations	
LOTHROP D HIGGINS	Danbury
Agriculture — science	
CHARLES D HINE	Hartford
Civil government — school management	
HARRY HOUSTON	Danbury
Writing	
ARTHUR B MORRILL	New Haven
Psychology	
JOHN R PERKINS	Danbury
Geography — spelling	
MARY M SOUTHER	Willimantic
Music	
LINA B WINSHIP	Danbury
Grammar	

Outlines

Agriculture

Two lessons

LOTHROP D HIGGINS *Instructor*

Plant structure
Agriculture in the common schools

Arithmetic

Six lessons

ANNA S HART *Instructor*

Fundamental processes
Relation of work on fractions and measures
Problems
Drills
Topics worth studying

Civics

Six lessons

CHARLES D HINE *Instructor*

School laws
Study of a town
Duties of teachers

Drawing

Six lessons

EMELENE A DUNN *Instructor*

The application of construction and drawing to school uses
The delineation of nature
Methods of illustrating history
Methods of illustrating natural science
Map drawing
Construction and drawing in the illustration of geography
Mechanical drawing and its direct relation to public welfare
School folio and its uses
Design as an active agent in furnishing and decorating the school-room

Geography

Five lessons

J R PERKINS *Instructor*

Location what to locate in different grades
Correlation with
- reading
- literature
- history

Relation to
- astronomy
- geology
- physical geography.

Use of
- wall maps
- stencil maps
- outline maps
- globes
- books
- hektographs

Seat work
Drills

Grammar

Three lessons

LINA B WINSHIP *Instructor*

Technical grammar grades 6-7-8
- How to teach it
- What to emphasize
- Model lessons
- How to use the text book

History

Seven lessons

SARA M ARMSTRONG *Instructor*

What points to emphasize
Grading
Making and using outlines
Use of text and reference books
Value of stories
Correlation of history with
- geography
- literature
- drawing

Language

Seven lessons

KATHERINE T HARTY *Instructor*

Oral language
- pronunciation
- vocabulary
- sentences and phrases
- continued discourse

Written language
- purposes
  - usefulness
  - economy
- kinds of exercises
- arrangement
- style

Literature

Eight lessons

JANE LORD BURBANK *Instructor*

Purpose of reading in school
Particular aim of any reading lesson
Study of selected works to be used in the reading hour
Selections from poems of Stevenson, F D Sherman grades 1-3
Typical myth from Andersen or Hawthorne grades 3-4
Work describing another land, as chapter from Spyri's Heidi grades 4-5
Selected bit of history, Lincoln, Emerson grade 6
Chapter of out-of-door books, Burroughs, Van Dyke, Whittier grade 7
Narrative of best sort Irving's Legend of Sleepy Hollow grade 8
Lists of books for school

Manual work

Four lessons

KATHERINE T HARTY *Instructor*

Practical sewing
Raffia
Paper folding, cutting etc

Music

Six lessons

MARY M SOUTHER *Instructor*

Rote songs grades 1-3
(material supplied for study and copying)
How to study a song
How to present a song
Range and character of songs
Songs for grades 4-8
(sight singing)
unison songs
2-part songs
3-part songs
Music in country schools
Material to be used
How to make best use of it

Physiology

Four lessons

ELLA M BRODERICK *Instructor*

Hygiene of
respiration
digestion
skin
eye
Value of out-door games under direction of teacher
Aim of teaching physiology is good health

Psychology

Five lessons

A B MORRILL *Instructor*

Knowledge-getting
images
ideas
Repetition
automatic action
habit
memory
Attention

Reading

Eight lessons

KATHERINE T HARTY *Instructor*

Beginnings of reading
Way to teach beginners
Materials to use and how to use them
Most economical ways of teaching and holding to a reading vocabulary
Advanced reading
General kinds
Points to consider
Teacher should
know books
appreciate good literature
have skill in presenting subject
Books
ideas
feeling
literary merit
variety
Preparation

School management

Five lessons

CHARLES D HINE *Instructor*

Organization
Discipline
Program
Grading
Instruction
Drill
Course of study

Science

Seven lessons

LOTHROP D HIGGINS *Instructor*

Science lessons in the common schools
Liquid pressure
Air pressure
Forces and motion
Heat
Chemistry
What the teacher may do in science

Seat occupations

Four lessons

KATHERINE T HARTY *Instructor*

Practical seat occupations in all common school subjects

Spelling

Two lessons

J R PERKINS *Instructor*

Choice of words
Spelling
oral
written
Use of
blackboard
hektograph
Lists of difficult words

Writing

Six lessons

HARRY HOUSTON *Instructor*

Materials
Teaching beginners
Improving poor writing
Arm movement
Supervising all written work
Arousing interest and enthusiasm
Special directions for country schools

Considerable time will be given to writing on blackboard

SCHEDULE OF DAILY EXERCISES

July 7-11

	9 a m	10 a m	11 a m	2 p m	3 p m
Tuesday	Mr Hine *School management*	Mr Higgins *Science*	Miss Armstrong *History*	Mr Higgins *Agriculture*	Miss Harty *Seat occupation*
Wednesday	Mr Hine *School management*	Mr Higgins *Science*	Miss Armstrong *History*	Mr Higgins *Agriculture*	Miss Harty *Seat occupation*
Thursday	Mr Hine *School management*	Mr Higgins *Science*	Miss Armstrong *History*	Mr Higgins *Science*	Miss Armstrong *History*
Friday	Mr Hine *School management*	Mr Higgins *Science*	Miss Armstrong *History*	Mr Higgins *Science*	Miss Armstrong *History*
Saturday	Mr Hine *School management*	Mr Higgins *Science*	Miss Armstrong *History*		

July 13-18

	9 a m	10 a m	11 a m	2 p m	3 p m
Monday	Miss Harty *Language*	Miss Harty *Manual work*	Miss Harty *Manual work*	Miss Broderick *Physiology*	
Tuesday	Miss Harty *Language*	Mr Perkins *Geography*	Mr Morrill *Psychology*	Miss Harty *Manual work*	Miss Broderick *Physiology*
Wednesday	Miss Harty *Language*	Mr Perkins *Geography*	Mr Morrill *Psychology*	Miss Harty *Manual work*	Miss Broderick *Physiology*
Thursday	Miss Harty *Language*	Mr Perkins *Geography*	Mr Morrill *Psychology*	Miss Broderick *Physiology*	
Friday	Miss Harty *Language*	Mr Perkins *Geography*	Mr Morrill *Psychology*		
Saturday	Miss Harty *Language*	Mr Perkins *Geography*	Mr Morrill *Psychology*		

July 20-25

	9 a m	10 a m	11 a m	2 p m	3 p m
Monday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Harty *Reading*	Miss Burbank *Literature*	Miss Winship *Grammar*
Tuesday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Burbank *Literature*	Miss Burbank *Literature*	Miss Winship *Grammar*
Wednesday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Burbank *Literature*	Miss Harty *Seat occupation*	Miss Winship *Grammar*
Thursday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Burbank *Literature*	Miss Harty *Reading*	Miss Harty *Seat occupation*
Friday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Burbank *Literature*	Miss Burbank *Literature*	
Saturday	Miss Harty *Reading*	Miss Dunn *Drawing*	Miss Burbank *Literature*		

July 27 - August 1

	9 a m	10 a m	11 a m	2 p m	3 p m
Monday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Mr Houston *Writing*	Mr Houston *Writing*	Miss Souther *Music*
Tuesday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Mr Houston *Writing*	Mr Perkins *Spelling*	Miss Souther *Music*
Wednesday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Mr Houston *Writing*	Miss Harty *Seat occupation*	Miss Souther *Music*
Thursday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Mr Houston *Writing*	Mr Perkins *Spelling*	Miss Souther *Music*
Friday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Mr Houston *Writing*	Miss Harty *Seat occupation*	Miss Souther *Music*
Saturday	Mr Hine *Civics*	Miss Hart *Arithmetic*	Miss Souther *Music*		

NOTES

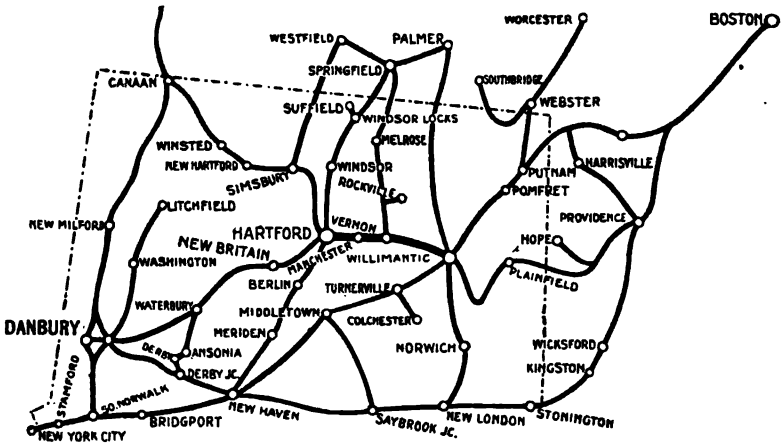
The normal school is five minutes' walk from the railroad station and is on the trolley line.

The building contains well equipped laboratories and gymnasium which students may use freely. There is much suggestive material illustrating science, drawing, history, reading and other subjects.

The library includes the best books on education, history, science, and other subjects taught in the common schools, standard works of fiction, a large and carefully selected collection of children's books, and many general reference works. There are also educational and scientific magazines.

The Danbury public library and its reading room are open to members of the school. Arrangements will be made for any who wish to draw books from this library.

A list of available boarding places will be sent on application and assistance will be rendered in finding places if desired. Board and room may be secured at four to seven dollars a week.



The New York, New Haven & Hartford Railroad Company will issue return tickets at one-half fare to those who attend the Danbury summer school from within the state.

Ct. Board of Education.

CONNECTICUT SCHOOL DOCUMENT

No 9 — 1908

(WHOLE NUMBER — 310)

Course of study

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

ROLLIN S WOODRUFF *Governor*	New Haven
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EDWARD D ROBBINS	Wethersfield
WILLIAM H PALMER	Norwich
GEORGE M CARRINGTON	Winsted
WILLIAM G SUMNER	New Haven

OFFICE

ROOM 42 CAPITOL Hartford

A J WRIGHT *chief clerk*

May 1908

Order of Subjects

Reading	4
Phonics	5
Language	6
Grammar	8
Spelling	22
Arithmetic	14
Geography	12
History	17
Citizenship	21
Physiology	11
Drawing	17
Music	21
Penmanship	23
Science	23

Course of study

I

READING

Reading is concerned with the selection and right use of books. In teaching reading we can make two divisions of our work

1 selection of material
2 preparation

1 The teacher must know books and appreciate good literature. The state will furnish teachers with a graded list of books.

2 The success of teaching depends first, last and all the time, upon the zest, enthusiasm and spirit which the teacher puts into the exercise. No subject needs more careful preparation

GRADE i

Thirty selections from blackboard — hectograph leaflets — four books.

Suggestions

have frequent word drills
seat occupation ought to bear upon reading
as soon as possible have silent reading

GRADE ii

Ability to read all required in grade i
five or more books not readers
secure expression —
(see note under language grade ii)

Suggestions

secure expression and volume of voice
secure fluency
continue word drill — use charts —
keep lists of new words — emphasize hard words
have lessons planned at least 3 weeks in advance
impress upon the children that oral reading should be the expression of meaning
have children form the habit of expressing as clearly as possible the meaning of what they are reading by the way they read it
pay attention to the position of the child when reading — that he stands erect and holds his book in the proper position
have children practice sight reading occasionally
silent reading may be used this year as a seat occupation
occasionally have children at reading period state the thought in their own words

GRADE iii

Read at least 6 books

1 history or biography
2 geography
3 literature

rhetorical (see note under third grade language)

Suggestions

in oral reading lay stress on bringing out the meaning in natural conversational tones
watch carefully the articulation of words and give special drill to the children (at another period) on sounds that are hard for them
the child should be encouraged to read at home and to read much aloud in order that correct pronunciation may become natural
silent reading should be frequent
the use of books should be taught — table of contents, index, etc
direct carefully home reading and if possible supply books
secure traveling libraries from state

GRADE iv

Read 10 books

1 history or biography
2 geography
3 literature

Suggestions

lesson should be preceded by an introduction — as short discussion of the characters, motives, incidents

Results to be expected from the work in reading in grades i to iv

1 recognition at sight of all familiar words and forms

2 ability to give the substance of a short passage on any familiar subject after silent reading

3 ability to read intelligibly and with expression any matter in an average fourth grade book

GRADES v — viii

Book — grade	v	— 6	books
" "	vi	— 5	"
" "	vii	— 5	"
" "	viii	—	

Suggestions

use of reference books should be encouraged — such as encyclopedia, atlas, histories, etc
the discussion should aim to bring out such points as the following, —
1 facts concerning the author
2 the thought and purpose of the writer in connection with book or passage
3 pupils encouraged to note beauties of thought and style, peculiar expressions, etc

II

PHONICS

The primary use of phonics is to train the ear, and the vocal organs in the niceties of speech. By use of phonics and pronunciation drills we can train the children to pronounce vowel sounds correctly.

To enunciate consonants distinctly and to use pleasant tones of voice.

Phonics help in oral reading if taken up systematically and not incidentally and at haphazard.

see pamphlet
Phonetics for schools by Edward D Robbins, published by B S Sanborn Boston Mass
this book takes up work in a systematic way

III

LANGUAGE

The teacher's watchword should be — 1 "Alertness in discovering pupils' mistakes in English Persistence in correcting those mistakes." Correct form drills will be furnished by the state board of education

Language is an art learned by imitation and practice

Grade i

Language — especial attention should be paid to oral work

Teacher should tell stories to children

(see Bryant's How to tell stories to children)

Suggestions

teach by seat occupation — 1 capitals
2 periods
3 question mark
use words in reading lesson as the basis for the forming of original sentences
teach the use of capital letters in beginning sentences and in writing the names of people
teach each child to write his name
short stories having not more than two or three clear points should be told by the teacher
have children reproduce stories

Grade ii

Have children reproduce the stories told them by teacher — also, stories from reading lesson, in narrative form

Have children dictate short stories to teacher, who writes them on blackboard for discussion and criticism, — emphasizing correct forms

Give one dictation lesson a week; confine it to simple sentences

Selections read and re-read orally for rhetorical effect

Drill on correct forms

Suggestions

all papers neat and well arranged
let oral work predominate
give some attention to written work
have children gain as large a vocabulary as possible, always insisting that the child have a clear image of what he intends to express
teach by seat occupation common abbreviations
have children express in their own words the ideas they have read
by the end of the year the pupils should be able to express themselves orally and in writing in simple sentences
pupils should commit to memory and repeat at least one stanza of poetry a week, or an equivalent in proverbs or maxims

Grade iii

Use reading lessons — events of the school day

Good pictures for frequent oral and occasional written descriptions and narratives

Have children copy in the first part of year model letter forms and reproductions

Pupils dictate a description or narrative to the teacher who writes it on blackboard for class discussion and criticism — object to tell same thing in number of different ways

Dictation once a week

Rhetorical — select one or more pieces and drill for

1 articulation
2 pronunciation
3 expression
4 voice

Suggestions

children must be interested if they are to work with freedom and spontaneity.
look out for
1 orderly arrangement of ideas
2 construction of sentences
3 choice of words
all written work should be short
scrutinize closely all written work for
1 arrangement
2 penmanship
teach the forms of irregular verbs by drill on correct forms
pupils commit to memory at least one stanza of poetry a week or its equivalent

GRADE iv

Review the work of grade iii. The work of this grade is similar in character

Pupils make outlines of descriptions or narratives written on board and then fill in the outlines

Let each pupil write two or three lines about things in the room Let the other children find out what the objects are

Letter writing — no school exercise is more important —

correct forms
oral reproductions
continue poem work

Suggestions

make sentences using spelling and reading words
insist upon correct forms in oral and written work
express same idea in variety of ways
answer questions in history and geography and have children use them in sentences
give children lists of good adjectives and have children use them in sentences; also use them when they are describing characters they have read about, etc

GRADE v

Review work of previous grades

Emphasize the conversational side of the work

Study model descriptions, *e g* Sketch book by Irving, narration, reproduction

Train children to make outlines and fill in outlines

Continue practice of having children dictate to teacher short descriptions and narratives

Suggestions

vary written work —
letters { business / friendly
write from simple outlines
simple descriptions based on reading work.
ask children to write quickly in class a few sentences about something with which they are familiar, partly for the purpose of correct use of capitals, punctuation marks
the written work should be short, and not so frequent that the teacher cannot give the proper attention to its examination

GRADE vi

Review the work of previous grades

Dictation once a week

Require pupils to make a synopsis or outline of a selection or chapter, afterwards filling it in

Suggestions

vary written work
notes, receipts, bills, money orders, etc
it would be well if the children could have access to such books as Phillips Brooks' "Letters of travel" for models in letter writing

GRADE vii

Review by means of oral and written exercises, work in geography, history, science, reading, and drawing

Make use of good pictures for oral and written work

Dictation once a week

Suggestions

study model — 1 descriptions—Sketch book
2 letters
3 reproduction
in all written work special attention should be paid to
arrangement of
headings
margins
paragraphs
aim at
clearness
simplicity
conciseness

GRADE viii

Language — review work of grammar grades

Continue carefully developed descriptive and narrative exercises — first oral
then written
letter writing

Suggestions

Be sure to follow suggestions of grade vii

Technical Work

In grades iii, iv, v, much of the technical work should be taught by seat work, and in connection with the pupils' different studies at the time when the need is suggested. Not more than one period a week, besides the dictation lesson, should be given to this work.

All technical work in grammar, such as sentence structure, sentence study, and the parts of speech, should be omitted until grade vi.

GRADE iii

Punctuation, — common marks of punctuation

Abbreviations, — *Dr, bbl, lb, etc*

Plurals, — all plurals used in ordinary written work

Possessives, — avoid special difficulties

Contractions, — *isn't, aren't, wasn't, didn't*
Verbs, — correct use of *set* and *sit, lie* and *lay, run, freeze, come*
Use of words — *learn, teach; may, can; between, among*
Pronouns — correct use of personal pronouns
correct forms and articulation

GRADE iv

Teach, — capitals, in the words *uncle, lake*, etc, when used with proper nouns
Plurals — avoid special difficulties
Contractions — *hasn't, haven't*, etc
Abbreviations, — common ones
Verbs, — correct use of *swim, think, lose*, etc
Synonyms and use of words, — *these* and *those, love* and *like*
Emphasize the correct use of the expression, — *that sort, that kind, those kinds*, etc
Pronouns, — personal and relative after common prepositions

GRADE v

Review work of previous grades
Only one lesson a week to technical work
Punctuation — common marks
Plurals
Abbreviations — common ones
Contractions — *wouldn't, shouldn't, couldn't, I've, we've*
Verbs — correct use of the subjunctive form — *If I were;* correct use of *rise, raise, swing, teach, bring*
Pronouns — correct use of personal and relative pronouns after transitive verbs
Synonyms and use of words — *nice* and *lovely, grand* and *awful, funny, strange* and *odd*

GRADE vi

Review work of previous grades
At most give only one lesson a week, besides the dictation to technical work
Capitals — all ordinary use of capitals not previously taught
Punctuation — all common marks of punctuation
Pronouns — correct form drills on — *each, every, who*, etc
Continue work on synonyms and use of words
Prefixes and suffixes etc — teach distinction between suffix and prefix

GRADE vii

As far as possible, teach technical work, except technical grammar, incidentally in connection with other studies
Continue drills on correct forms
Teach — adjectives and adverbs

prefixes and suffixes, — common prefixes and suffixes

Technical grammar

simple sentence

simple subject; extended subject with modifiers

simple predicate; extended predicate with modifiers

definitions should follow and not precede the teaching of the thing to be defined

distinguish and name parts of speech, but avoid special difficulties. Pupils may be given pages from magazines and may be asked to underline nouns, adjectives, etc

use sentences in which the parts of speech are used in their simple and ordinary relations

formation of short and easy compound and complex sentences, illustrating by the inductive method

teach in an inductive way the distinction between declarative, interrogative, imperative, exclamatory sentences

introduce the subject of false syntax

Grade viii

Review work of grades vi and vii

Teach, — application of the rule that words joined to the subject by *with, together with, in addition to, as well as,* are not a part of the grammatical subject, but are parenthetical, and therefore do not expect the number of the verb

Technical grammar

Review

Analyze simple, compound and complex sentences, avoiding special difficulties

Teach thoroughly the ordinary uses of (1) phrases (2) clauses (3) the use of each word in a sentence

Nouns

classes { proper / common } { collective / abstract / verbal }

Modification

little attention to this subject

Pronouns — classes

personal

relative

interrogative

adjective

Modification

1 person of personal pronouns

Suggestions vii and viii

1 none of the time allotted to the study of technical grammar in the grammar grades should be used to present abstruse or really difficult points

2 give such exercises as will impress on pupils that the same word may be now one part of speech and now another, according to use

VIII

PHYSIOLOGY

Emphasize the play side in the first, second, third, and fourth grades. Whenever possible have games out of doors under the direction of the teacher.

SCHEME OF WORK OF THE GRADES

	grade i	grade ii	grade iii
1	play	"	"
2	food	"	"
3	sleep	"	"
4	clothing	"	"
5	home	"	"
6	body as whole	"	"
7	breathing exercises	schoolroom	"
8	pure air	breathing exercises	"
9		pure air	"
10			clean streets

	Grade iv	Grade v
	"	externals of body
1	work	sense organs
2	sleep	muscles and joints
3	food	heart and circulation
4	body as a whole	lungs
5	breathing exercises	clothing
6	pure air	contagious diseases
7	clean houses	breathing exercises
8	exercises	ventilation
9	contagious diseases	exercise and work
10	home hygiene	
11	food and cooking	
12	aid to injured	
13	care of invalids	

	Grade vi	Grade vii
1	skeleton	review topics of iv
2	stomach	home hygiene
3	heart	food and cooking
4	nervous system	aid to injured
5	contagious diseases	care of invalids
6	exercise and work	
7	breathing exercises	
8	ventilation	

Grade viii

1 review of the subject

Suggestions

1 keep the interests of the child always in mind
2 make the study systematic, definite and practical Emphasize the positive side rather than the negative
3 the study should proceed from the everyday life of the child and his needs at home and school
4 omit no opportunity to impart hygienic ideas
5 make the school room a model for the home and the school yard a model for the street and home surroundings
6 consider the home environment of the pupils
7 above all, take the child from his present level to a higher Make the study of life at school and at home a means of development toward better living, both during school life and after school days are over
8 teach temperance in all things Such lessons should be carefully planned and impressively taught Guard against exaggeration, but state facts plainly
9 remember that good health is the main thing for which this subject is taught

IV

GEOGRAPHY

General

This outline is written from the point of view that geography is mainly a study of the location of places and things useful and interesting.

Many subjects contribute to a breadth of knowledge of geography that are not geography; such as history, astronomy, geology, botany, and other sciences. Although commonly included in text books, these ought not to obscure the main idea, which is location. This idea of location will include not only the grand divisions of the earth, rivers, mountains, plains, winds, currents, etc, but will also include the location of natural resources such as minerals, lumber, crops, and manufactured products, and transportation.

Some basis of determining what to locate is necessary in order that trivial and unimportant things may not be emphasized. A common sense basis would seek to know what things children would probably find useful in after life, and emphasize such facts, leaving obscure matters to be looked up as occasion required.

A well educated citizen should know the leading geographical facts of his own locality, state, and country, somewhat in detail, and of other countries in general.

The large and important things should be learned before the smaller, lest confusion result and the perspective be warped.

Grade ii

Teach continents, large bodies of water by means of maps, globes, stencil and outline maps, charts, blackboards also by seat work

Suggestions

for seat occupation
have children trace around perfect outlines of the continents, then color the countries
teacher makes with hectograph paper dissected maps of continents Have children put pieces together on desk

GRADE iii

Review work of grade ii

Teach

North America

1 locate in regard to —
- large bodies of water
- other continents
- hemisphere
- zones

2 countries

3 surface
- highlands
- plain

4 lakes
- the five great lakes

5 rivers

Mississippi	Ohio
Missouri	Arkansas
St Lawrence	Yukon
Columbia	Hudson

Productions

locate in sections as
- agriculture
- grazing
- stock raising
- forest
- mining
- fisheries

United States (detail work later)

trace outline maps made by teacher

put in states

locate the groups of states

locate state, county, town

GRADE iv

South America

Europe

Asia

Africa

Australia

General work

avoid details

Only important countries and rivers should be located

GRADE v

Study of United States (detail)

Europe

Countries to be studied

1 Great Britain and Ireland
2 Germany
3 France
4 Russia

General study

1 Italy
2 Switzerland
3 Norway and Sweden
4 Netherlands
5 Belgium

GRADE vi

General review

GRADE vii

Continue the use of map in connection with other studies

GRADE viii

Continue the use of map in connection with other studies

V

ARITHMETIC

GRADE i

Count, read numbers, roman numbers, to xii, using clock dial

Simple examples with words involving addition and subtraction

Construction of squares, rectangles, triangles, etc, by stick laying

Written

numbers, roman numerals to xii using clock dial

teach in latter part of year signs, — plus, minus, equals, (+, −, =)

give much oral drill for accuracy and rapidity

GRADE ii

Oral

numbers to 1000, counting, addition and subtraction, addition and subtraction facts, multiplication tables to 5, division within the tables, as a reverse of multiplication

simple measurements, as yard, foot ; inch, square inch ; pint, quart, gallon ; days in week and months in year

making comparisons

simple examples with words involving knowledge already acquired

Written

numbers to 100
addition of columns of figures
subtraction of numbers
multiplication by 2, 3, 4, 5
division within limits of tables learned
signs, +, −, ×, ÷, =, $, %
combination of processes in addition, subtraction, multiplication
simple problems involving knowledge already acquired

In teaching fractional parts, it is suggested that objects be used; for example, strips of paper or cardboard with the divisions distinctly marked or circular pieces of paper folded accurately and then cut. Drill thoroughly for accuracy and rapidity. To the materials for use in the first grade, may be added the gallon measure, the foot rule graduated to half inches, the yard stick graduated to feet, and such other objects as may be useful.

GRADE III

Oral

reading numbers
addition, subtraction, multiplication, short division
multiplication tables
rapid addition using two or three columns
simple measurements
teach time by clock and calendar
solution and analysis of simple problems testing knowledge already acquired

Written

dollars and cents
addition, subtraction, multiplication and short division
use of terms, sum, minuend, subtrahend, difference, multiplicand, product, divisor, dividend, quotient
multiplication by two or three figures in the multiplier
division,—the divisor not to contain more than two figures and the dividend not to exceed 10,000
review denominate numbers, adding, pint, quart, peck, bushel; minute, hour, day; ounce, pound
problems involving any two or more processes of addition, subtraction, multiplication and division
problems involving the use of dollars and cents, developing the fact that the multiplier is always an abstract number, problems involving simple measurements
long division is not taught in this grade
drill thoroughly for accuracy and rapidity
give practical problems

III

LANGUAGE

The teacher's watchword should be — 1 "Alertness in discovering pupils' mistakes in English Persistence in correcting those mistakes." Correct form drills will be furnished by the state board of education

Language is an art learned by imitation and practice

Grade i

Language — especial attention should be paid to oral work

Teacher should tell stories to children

(see Bryant's How to tell stories to children)

Suggestions

teach by seat occupation — 1 capitals
2 periods
3 question mark
use words in reading lesson as the basis for the forming of original sentences
teach the use of capital letters in beginning sentences and in writing the names of people
teach each child to write his name
short stories having not more than two or three clear points should be told by the teacher
have children reproduce stories

Grade ii

Have children reproduce the stories told them by teacher — also, stories from reading lesson, in narrative form

Have children dictate short stories to teacher, who writes them on blackboard for discussion and criticism, — emphasizing correct forms

Give one dictation lesson a week; confine it to simple sentences

Selections read and re-read orally for rhetorical effect

Drill on correct forms

Suggestions

all papers neat and well arranged
let oral work predominate
give some attention to written work
have children gain as large a vocabulary as possible, always insisting that the child have a clear image of what he intends to express
teach by seat occupation common abbreviations
have children express in their own words the ideas they have read
by the end of the year the pupils should be able to express themselves orally and in writing in simple sentences
pupils should commit to memory and repeat at least one stanza of poetry a week, or an equivalent in proverbs or maxims

Grade iii

Use reading lessons — events of the school day

Good pictures for frequent oral and occasional written descriptions and narratives

Have children copy in the first part of year model letter forms and reproductions

Pupils dictate a description or narrative to the teacher who writes it on blackboard for class discussion and criticism — object to tell same thing in number of different ways

Dictation once a week

Rhetorical — select one or more pieces and drill for

1 articulation
2 pronunciation
3 expression
4 voice

Suggestions

children must be interested if they are to work with freedom and spontaneity.
look out for
1 orderly arrangement of ideas
2 construction of sentences
3 choice of words
all written work should be short
scrutinize closely all written work for
1 arrangement
2 penmanship
teach the forms of irregular verbs by drill on correct forms
pupils commit to memory at least one stanza of poetry a week or its equivalent

GRADE iv

Review the work of grade iii. The work of this grade is similar in character

Pupils make outlines of descriptions or narratives written on board and then fill in the outlines

Let each pupil write two or three lines about things in the room Let the other children find out what the objects are

Letter writing — no school exercise is more important —

correct forms
oral reproductions
continue poem work

Suggestions

make sentences using spelling and reading words
insist upon correct forms in oral and written work
express same idea in variety of ways
answer questions in history and geography and have children use them in sentences
give children lists of good adjectives and have children use them in sentences; also use them when they are describing characters they have read about, etc

GRADE v

Review work of previous grades

Emphasize the conversational side of the work

Study model descriptions, *e g* Sketch book by Irving, narration, reproduction

Train children to make outlines and fill in outlines

Continue practice of having children dictate to teacher short descriptions and narratives

Suggestions

vary written work —
letters { business / friendly
write from simple outlines
simple descriptions based on reading work.
ask children to write quickly in class a few sentences about something with which they are familiar, partly for the purpose of correct use of capitals, punctuation marks
the written work should be short, and not so frequent that the teacher cannot give the proper attention to its examination

GRADE vi

Review the work of previous grades

Dictation once a week

Require pupils to make a synopsis or outline of a selection or chapter, afterwards filling it in

Suggestions

vary written work
notes, receipts, bills, money orders, etc
it would be well if the children could have access to such books as Phillips Brooks' "Letters of travel" for models in letter writing

GRADE vii

Review by means of oral and written exercises, work in geography, history, science, reading, and drawing

Make use of good pictures for oral and written work

Dictation once a week

Suggestions

study model — 1 descriptions—Sketch book
2 letters
3 reproduction
in all written work special attention should be paid to
arrangement of
headings
margins
paragraphs
aim at
clearness
simplicity
conciseness

GRADE viii

Language — review work of grammar grades

Continue carefully developed descriptive and narrative exercises — first oral
then written
letter writing

Suggestions

Be sure to follow suggestions of grade vii

Technical Work

In grades iii, iv, v, much of the technical work should be taught by seat work, and in connection with the pupils' different studies at the time when the need is suggested. Not more than one period a week, besides the dictation lesson, should be given to this work.

All technical work in grammar, such as sentence structure, sentence study, and the parts of speech, should be omitted until grade vi.

GRADE iii

Punctuation, — common marks of punctuation

Abbreviations, — *Dr, bbl, lb, etc*

Plurals, — all plurals used in ordinary written work

Possessives, — avoid special difficulties

Contractions, — *isn't, aren't, wasn't, didn't*
Verbs, — correct use of *set* and *sit, lie* and *lay, run, freeze, come*
Use of words — *learn, teach; may, can; between, among*
Pronouns — correct use of personal pronouns
correct forms and articulation

GRADE iv

Teach, — capitals, in the words *uncle, lake*, etc, when used with proper nouns
Plurals — avoid special difficulties
Contractions — *hasn't, haven't*, etc
Abbreviations, — common ones
Verbs, — correct use of *swim, think, lose*, etc
Synonyms and use of words, — *these* and *those, love* and *like*
Emphasize the correct use of the expression, — *that sort, that kind, those kinds*, etc
Pronouns, — personal and relative after common prepositions

GRADE v

Review work of previous grades
Only one lesson a week to technical work
Punctuation — common marks
Plurals
Abbreviations — common ones
Contractions — *wouldn't, shouldn't, couldn't, I've, we've*
Verbs — correct use of the subjunctive form — *If I were;* correct use of *rise, raise, swing, teach, bring*
Pronouns — correct use of personal and relative pronouns after transitive verbs
Synonyms and use of words — *nice* and *lovely, grand* and *awful, funny, strange* and *odd*

GRADE vi

Review work of previous grades
At most give only one lesson a week, besides the dictation to technical work
Capitals — all ordinary use of capitals not previously taught
Punctuation — all common marks of punctuation
Pronouns — correct form drills on — *each, every, who*, etc
Continue work on synonyms and use of words
Prefixes and suffixes etc — teach distinction between suffix and prefix

GRADE vii

As far as possible, teach technical work, except technical grammar, incidentally in connection with other studies
Continue drills on correct forms
Teach — adjectives and adverbs

prefixes and suffixes, — common prefixes and suffixes

Technical grammar

simple sentence

simple subject; extended subject with modifiers

simple predicate; extended predicate with modifiers

definitions should follow and not precede the teaching of the thing to be defined

distinguish and name parts of speech, but avoid special difficulties. Pupils may be given pages from magazines and may be asked to underline nouns, adjectives, etc

use sentences in which the parts of speech are used in their simple and ordinary relations

formation of short and easy compound and complex sentences, illustrating by the inductive method

teach in an inductive way the distinction between declarative, interrogative, imperative, exclamatory sentences

introduce the subject of false syntax

Grade viii

Review work of grades vi and vii

Teach, — application of the rule that words joined to the subject by *with, together with, in addition to, as well as,* are not a part of the grammatical subject, but are parenthetical, and therefore do not expect the number of the verb

Technical grammar

Review

Analyze simple, compound and complex sentences, avoiding special difficulties

Teach thoroughly the ordinary uses of (1) phrases (2) clauses (3) the use of each word in a sentence

Nouns

classes { proper, common } { collective, abstract, verbal }

Modification

little attention to this subject

Pronouns — classes

personal

relative

interrogative

adjective

Modification

1 person of personal pronouns

Suggestions vii and viii

1 none of the time allotted to the study of technical grammar in the grammar grades should be used to present abstruse or really difficult points

2 give such exercises as will impress on pupils that the same word may be now one part of speech and now another, according to use

VIII

PHYSIOLOGY

Emphasize the play side in the first, second, third, and fourth grades. Whenever possible have games out of doors under the direction of the teacher.

SCHEME OF WORK OF THE GRADES

	grade i	grade ii	grade iii
1	play	"	"
2	food	"	"
3	sleep	"	"
4	clothing	"	"
5	home	"	"
6	body as whole	"	"
7	breathing exercises	schoolroom	"
8	pure air	breathing exercises	"
9		pure air	"
10			clean streets

	Grade iv	Grade v
	"	externals of body
1	work	sense organs
2	sleep	muscles and joints
3	food	heart and circulation
4	body as a whole	lungs
5	breathing exercises	clothing
6	pure air	contagious diseases
7	clean houses	breathing exercises
8	exercises	ventilation
9	contagious diseases	exercise and work
10	home hygiene	
11	food and cooking	
12	aid to injured	
13	care of invalids	

	Grade vi	Grade vii
1	skeleton	review topics of iv
2	stomach	home hygiene
3	heart	food and cooking
4	nervous system	aid to injured
5	contagious diseases	care of invalids
6	exercise and work	
7	breathing exercises	
8	ventilation	

Grade viii

1 review of the subject

Suggestions

1 keep the interests of the child always in mind
2 make the study systematic, definite and practical Emphasize the positive side rather than the negative
3 the study should proceed from the everyday life of the child and his needs at home and school
4 omit no opportunity to impart hygienic ideas
5 make the school room a model for the home and the school yard a model for the street and home surroundings
6 consider the home environment of the pupils
7 above all, take the child from his present level to a higher Make the study of life at school and at home a means of development toward better living, both during school life and after school days are over
8 teach temperance in all things Such lessons should be carefully planned and impressively taught Guard against exaggeration, but state facts plainly
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GEOGRAPHY

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Some basis of determining what to locate is necessary in order that trivial and unimportant things may not be emphasized. A common sense basis would seek to know what things children would probably find useful in after life, and emphasize such facts, leaving obscure matters to be looked up as occasion required.

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The large and important things should be learned before the smaller, lest confusion result and the perspective be warped.

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Teach continents, large bodies of water by means of maps, globes, stencil and outline maps, charts, blackboards also by seat work

Suggestions

for seat occupation
have children trace around perfect outlines of the continents, then color the countries
teacher makes with hectograph paper dissected maps of continents Have children put pieces together on desk

GRADE iii

Review work of grade ii

Teach

North America

1 locate in regard to —
- large bodies of water
- other continents
- hemisphere
- zones

2 countries

3 surface
- highlands
- plain

4 lakes
- the five great lakes

5 rivers

Mississippi	Ohio
Missouri	Arkansas
St Lawrence	Yukon
Columbia	Hudson

Productions

locate in sections as
- agriculture
- grazing
- stock raising
- forest
- mining
- fisheries

United States (detail work later)

trace outline maps made by teacher

put in states

locate the groups of states

locate state, county, town

GRADE iv

South America

Europe

Asia

Africa

Australia

General work

avoid details

Only important countries and rivers should be located

GRADE v

Study of United States (detail)

Europe

Countries to be studied

1 Great Britain and Ireland
2 Germany
3 France
4 Russia

General study

1 Italy
2 Switzerland
3 Norway and Sweden
4 Netherlands
5 Belgium

GRADE vi

General review

GRADE vii

Continue the use of map in connection with other studies

GRADE viii

Continue the use of map in connection with other studies

V

ARITHMETIC

GRADE i

Count, read numbers, roman numbers, to xii, using clock dial

Simple examples with words involving addition and subtraction

Construction of squares, rectangles, triangles, etc, by stick laying

Written

numbers, roman numerals to xii using clock dial

teach in latter part of year signs, — plus, minus, equals, (+,−,=)

give much oral drill for accuracy and rapidity

GRADE ii

Oral

numbers to 1000, counting, addition [illegible] btraction, addition and subtraction facts, multiplic[illegible] to 5, division within the tables, as a reverse of [illegible]

simple measurements, as yard[illegible] square [illegible] quart, gallon ; days in week a[illegible]

making comparisons

simple examples with [illegible] acquired

Written

numbers to 100
addition of columns of figures
subtraction of numbers
multiplication by 2, 3, 4, 5
division within limits of tables learned
signs, +, −, ×, ÷, =, $, %
combination of processes in addition, subtraction [illegible]
cation
simple problems involving knowledge already [illegible]
In teaching fractional parts, it is suggested that [illegible]
used; for example, strips of paper or cardboard [illegible]
sions distinctly marked or circular pieces of paper [illegible]
rately and then cut. Drill thoroughly for accurate [illegible]
To the materials for use in the first grade, may be [illegible]
gallon measure, the foot rule graduated to half [illegible]
stick graduated to feet, and such other objects [illegible]
useful.

GRADE III

Oral

reading numbers
addition, subtraction, multiplication, short [illegible]
multiplication tables
rapid addition using two or three columns
simple measurements
teach time by clock and calendar
solution and analysis of simple problems [illegible]
already acquired

Written

dollars and cents
addition, subtraction, multiplication and short [illegible]
use of terms, sum, minuend, subtrahend, [illegible]
plicand, product, divisor, dividend, quotient
multiplication by two or three figures in [illegible]
division, — the divisor not to contain more [illegible]
and the dividend not to exceed 10,000
review denominate numbers, adding [illegible]
bushel; minute, hour, day; ounce, pound
problems involving any two or more [illegible]
subtraction, multiplicat[illegible]
[illegible]

GRADE iv

Oral

reading numbers

drill on addition and subtraction facts

drill in multiplication

tables used in denominate numbers learned

exercises to gain practical familiarity with linear, square, cubic, dry, liquid measures and the tables of weights

simple practical examples with words requiring constructions with lines, surfaces and solids

Written

long division with proof, thoroughly

simple denominate numbers, ——

liquid, dry, length and time measures; avoirdupois weight; square inch, foot, yard; cubic inch, foot, yard; dozen, gross, quire

problem making

problem solving

simple work with fractions —

$\frac{1}{2} = \frac{2}{4}$; $\frac{1}{4} = \frac{2}{8}$ etc

The work of the first three grades is to gain familiarity with certain measures and processes. These should be fixed thoroughly before proceeding. Each pupil may be furnished with a text-book in this grade, which may be used as a reference book.

GRADE v

Oral and written

review the four fundamentals, operations giving many simple practical problems involving one, two, three conditions

factoring; cancellation

denominate numbers, — weight, capacity, time, length, surface, and volume measures reviewed and applied

rectangles, their areas, and perimeter

simple problems involving fractional numbers, both oral and written

oral work should precede the written work in fractions

begin study of fractions

teach thoroughly addition, subtraction, multiplication, division of common and decimal fractions, using small denominators

GRADE vi

Review work of previous grades

Denominate numbers

Application to denominate numbers

Measurements

Simple work on percentage

GRADE vii

Percentage
All its applications

GRADE viii

General review of the subject of arithmetic
Advance
ratio, and simple proportion
involution and evolution.
a powers of numbers
b square root and its application

Algebra

1 The equations in solving problems in arithmetic
2 Use of "x" as symbol of unknown quantities
3 Literal quantities substituted for numerical values
4 Addition and subtraction

VI

DRAWING

The work in drawing will be of a practical nature.

The plan includes all forms of technical work that are available as a means of expressing ideas. There are accurate mechanical drawings of plans and working drawings; the illustration of science, geography, reading and history, and practical design and desirable color application.

The method makes drawing a helpful part of school work, and is ideal in its results, gaining the confidence of pupils and parents. It is legitimate development work, and the fact that good technique and artistic treatment are associated with good subject matter presents a high incentive.

The result is intelligent expression, continued interest, and the avoidance of teaching drawing as an extraneous subject.

The drawing schedule will therefore follow the plan of grade work and will be employed to enhance the educational value of that work

Good pictures, talks upon taste in selection, the appreciation of local environment and natural beauty will be used as aids toward the broad result which is the aim of this plan.

VII

HISTORY

GENERAL REMARKS

Every educated person ought to know the important facts in history

No details in wars
No dates but epochs

Do not require a child to learn petty details but drill on the larger facts—

Purposes—

a profit by experience of others
b a cause and effect study
c it is a peace study

GRADE i and ii

Stories

Pilgrims — Lincoln
Washington — Putnam
Charter oak — Franklin and others

GRADE iii

In story form

Exploration
- Columbus — Champlain
- Cabots — Hudson

Colonization
- John Smith — Miles Standish
- The Pilgrims and Puritans
- The Quakers
- William Penn

Other important incidents
- Boston Tea Party
- Bunker Hill
- Valley Forge
- Cornwallis

GRADE iv

Stories of revolution
Country after the war
Stories of the war 1812
The steamboat
The railway
The telegraph
Stories of civil war
Stories of modern heroes

GRADE v

Geography 400 years ago
Voyages of discovery
Settlements in Virginia, Mass, Conn
Colonial times, etc
Settlement of the West—
Revolution

Steam and electricity
War of 1812
Slavery — Civil war —
Lincoln
Story of growth of United States
Stories of territorial growth

GRADE vi

Study

1 Civil war for discussion
- struggle for nationality and the extension of liberty
  - causes
    - agitation
    - legislation
    - speeches
    - miscellaneous as —
      - Dred Scott
      - Assault on Sumner
      - John Brown
      - Elections of 1860
  - results
    - loss
      - life
      - property
      - money
      - disorder (industrial)
    - gain
      - nationality
      - extension of liberty
      - constitutional changes
  - special lesson
    - Lincoln-Douglas debates
      - cause
      - contestants
        - S A Douglas
        - Abraham Lincoln
          - early life
          - characteristics
          - influence of environment
    - debates
      - questions debated
        - Dred Scott decision
        - fugitive slave law
        - extension of slavery in territories
      - opinions of both men
      - influence of debates
      - result

2 Revolutionary war
- a struggle for independence and the constitution

3 Critical period of American history

GRADE vii

Colonization period
purpose — to trace development of political and social ideas
detail study of New England colonies —
also other colonies as —
New York
Virginia
Maryland
history of Connecticut
acquisition of territory
the original thirteen colonies —
be sure that the pupils have a clear idea of the territory acquired as a result of the French and Indian war
territory of U S at close of revolution
acquisitions of territory by the United States
1 Louisiana purchase
2 Florida
3 annexation of Texas
4 Mexican cessions
5 Alaska purchase
6 annexation of Hawaii
7 colonies acquired from Spain

GRADE viii

Relations with England
Purpose
to note the way in which international quest may be settled
1 Venezuelan question
2 Behring sea quest
3 Alabama claims
4 war of 1812
Financial history
The tariff question

HISTORY BOOKS

Tappan's	American hero stories
"	Our country's stories
Warren's	Stories from English history
Mace's	School history of the United States
Gordy's	History of United States
McMaster's	School history
Fiske's	History of United States
Thomas's	History of United States
Fiske's	War of independence

2 give such exercises as will impress on pupils that the same word may be now one part of speech and now another, according to use

VIII

PHYSIOLOGY

Emphasize the play side in the first, second, third, and fourth grades. Whenever possible have games out of doors under the direction of the teacher.

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	grade i	grade ii	grade iii
1	play	"	"
2	food	"	"
3	sleep	"	"
4	clothing	"	"
5	home	"	"
6	body as whole	"	"
7	breathing exercises	schoolroom	"
8	pure air	breathing exercises	"
9		pure air	"
10			clean streets

	Grade iv	Grade v
	"	externals of body
1	work	sense organs
2	sleep	muscles and joints
3	food	heart and circulation
4	body as a whole	lungs
5	breathing exercises	clothing
6	pure air	contagious diseases
7	clean houses	breathing exercises
8	exercises	ventilation
9	contagious diseases	exercise and work
10	home hygiene	
11	food and cooking	
12	aid to injured	
13	care of invalids	

	Grade vi	Grade vii
1	skeleton	review topics of iv
2	stomach	home hygiene
3	heart	food and cooking
4	nervous system	aid to injured
5	contagious diseases	care of invalids
6	exercise and work	
7	breathing exercises	
8	ventilation	

Grade viii

1 review of the subject

Suggestions

1 keep the interests of the child always in mind
2 make the study systematic, definite and practical Emphasize the positive side rather than the negative
3 the study should proceed from the everyday life of the child and his needs at home and school
4 omit no opportunity to impart hygienic ideas
5 make the school room a model for the home and the school yard a model for the street and home surroundings
6 consider the home environment of the pupils
7 above all, take the child from his present level to a higher Make the study of life at school and at home a means of development toward better living, both during school life and after school days are over
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This outline is written from the point of view that geography is mainly a study of the location of places and things useful and interesting.

Many subjects contribute to a breadth of knowledge of geography that are not geography; such as history, astronomy, geology, botany, and other sciences. Although commonly included in text books, these ought not to obscure the main idea, which is location. This idea of location will include not only the grand divisions of the earth, rivers, mountains, plains, winds, currents, etc, but will also include the location of natural resources such as minerals, lumber, crops, and manufactured products, and transportation.

Some basis of determining what to locate is necessary in order that trivial and unimportant things may not be emphasized. A common sense basis would seek to know what things children would probably find useful in after life, and emphasize such facts, leaving obscure matters to be looked up as occasion required.

A well educated citizen should know the leading geographical facts of his own locality, state, and country, somewhat in detail, and of other countries in general.

The large and important things should be learned before the smaller, lest confusion result and the perspective be warped.

Grade ii

Teach continents, large bodies of water by means of maps, globes, stencil and outline maps, charts, blackboards also by seat work

Suggestions

for seat occupation
have children trace around perfect outlines of the continents, then color the countries
teacher makes with hectograph paper dissected maps of continents Have children put pieces together on desk

GRADE iii

Review work of grade ii
Teach
North America
1 locate in regard to —
large bodies of water
other continents
hemisphere
zones
2 countries
3 surface
highlands
plain
4 lakes
the five great lakes
5 rivers

Mississippi	Ohio
Missouri	Arkansas
St Lawrence	Yukon
Columbia	Hudson

Productions
locate in sections as
agriculture
grazing
stock raising
forest
mining
fisheries
United States (detail work later)
trace outline maps made by teacher
put in states
locate the groups of states
locate state, county, town

GRADE iv

South America
Europe
Asia
Africa
Australia
General work
avoid details
Only important countries and rivers should be located

GRADE v

Study of United States (detail)
Europe

Countries to be studied

1 Great Britain and Ireland
2 Germany
3 France
4 Russia

General study

1 Italy
2 Switzerland
3 Norway and Sweden
4 Netherlands
5 Belgium

GRADE vi

General review

GRADE vii

Continue the use of map in connection with other studies

GRADE viii

Continue the use of map in connection with other studies

V

ARITHMETIC

GRADE i

Count, read numbers, roman numbers, to xii, using clock dial

Simple examples with words involving addition and subtraction

Construction of squares, rectangles, triangles, etc, by stick laying

Written

numbers, roman numerals to xii using clock dial

teach in latter part of year signs, — plus, minus, equals, (+, −, =)

give much oral drill for accuracy and rapidity

GRADE ii

Oral

numbers to 1000, counting, addition and subtraction, addition and subtraction facts, multiplication tables to 5, division within the tables, as a reverse of multiplication

simple measurements, as yard, foot ; inch, square inch ; pint, quart, gallon ; days in week and months in year

making comparisons

simple examples with words involving knowledge already acquired

Written

numbers to 100
addition of columns of figures
subtraction of numbers
multiplication by 2, 3, 4, 5
division within limits of tables learned
signs, +, −, ×, ÷, =, $, %
combination of processes in addition, subtraction, multiplication
simple problems involving knowledge already acquired

In teaching fractional parts, it is suggested that objects be used; for example, strips of paper or cardboard with the divisions distinctly marked or circular pieces of paper folded accurately and then cut. Drill thoroughly for accuracy and rapidity. To the materials for use in the first grade, may be added the gallon measure, the foot rule graduated to half inches, the yard stick graduated to feet, and such other objects as may be useful.

GRADE III

Oral

reading numbers
addition, subtraction, multiplication, short division
multiplication tables
rapid addition using two or three columns
simple measurements
teach time by clock and calendar
solution and analysis of simple problems testing knowledge already acquired

Written

dollars and cents
addition, subtraction, multiplication and short division
use of terms, sum, minuend, subtrahend, difference, multiplicand, product, divisor, dividend, quotient
multiplication by two or three figures in the multiplier
division,—the divisor not to contain more than two figures and the dividend not to exceed 10,000
review denominate numbers, adding, pint, quart, peck, bushel; minute, hour, day; ounce, pound
problems involving any two or more processes of addition, subtraction, multiplication and division
problems involving the use of dollars and cents, developing the fact that the multiplier is always an abstract number, problems involving simple measurements
long division is not taught in this grade
drill thoroughly for accuracy and rapidity
give practical problems

GRADE iv

Oral

reading numbers

drill on addition and subtraction facts

drill in multiplication

tables used in denominate numbers learned

exercises to gain practical familiarity with linear, square, cubic, dry, liquid measures and the tables of weights

simple practical examples with words requiring constructions with lines, surfaces and solids

Written

long division with proof, thoroughly

simple denominate numbers, ——

liquid, dry, length and time measures; avoirdupois weight; square inch, foot, yard; cubic inch, foot, yard; dozen, gross, quire

problem making

problem solving

simple work with fractions —

$\frac{1}{2} = \frac{2}{4}$; $\frac{1}{4} = \frac{2}{8}$ etc

The work of the first three grades is to gain familiarity with certain measures and processes. These should be fixed thoroughly before proceeding. Each pupil may be furnished with a text-book in this grade, which may be used as a reference book.

GRADE v

Oral and written

review the four fundamentals, operations giving many simple practical problems involving one, two, three conditions

factoring; cancellation

denominate numbers, — weight, capacity, time, length, surface, and volume measures reviewed and applied

rectangles, their areas, and perimeter

simple problems involving fractional numbers, both oral and written

oral work should precede the written work in fractions

begin study of fractions

teach thoroughly addition, subtraction, multiplication, division of common and decimal fractions, using small denominators

GRADE vi

Review work of previous grades

Denominate numbers

Application to denominate numbers

Measurements

Simple work on percentage

GRADE vii

Percentage
All its applications

GRADE viii

General review of the subject of arithmetic
Advance
ratio, and simple proportion
involution and evolution.
a powers of numbers
b square root and its application

Algebra

1 The equations in solving problems in arithmetic
2 Use of "x" as symbol of unknown quantities
3 Literal quantities substituted for numerical values
4 Addition and subtraction

VI

DRAWING

The work in drawing will be of a practical nature.

The plan includes all forms of technical work that are available as a means of expressing ideas. There are accurate mechanical drawings of plans and working drawings; the illustration of science, geography, reading and history, and practical design and desirable color application.

The method makes drawing a helpful part of school work, and is ideal in its results, gaining the confidence of pupils and parents. It is legitimate development work, and the fact that good technique and artistic treatment are associated with good subject matter presents a high incentive.

The result is intelligent expression, continued interest, and the avoidance of teaching drawing as an extraneous subject.

The drawing schedule will therefore follow the plan of grade work and will be employed to enhance the educational value of that work

Good pictures, talks upon taste in selection, the appreciation of local environment and natural beauty will be used as aids toward the broad result which is the aim of this plan.

VII

HISTORY

GENERAL REMARKS

Every educated person ought to know the important facts in history

No details in wars
No dates but epochs

The visit to the family constitutes the only absolutely reliable and perfect investigation. In very many instances, on visiting the home, it is found that cases of absence reported as illegal by teachers, school officers, and even neighbors, are perfectly legal and necessary, and, on the other hand, absences reported as legal are found to be wholly unnecessary and illegal. It is only after a visit to the home that the agent possesses complete knowledge of the case, unbiased by local prejudice or favor. Unfortunately only a comparative few of the cases of absence can be investigated in this manner, as often an entire day must be expended in reaching some distant town and driving to a remote district to visit a single family.

INFORMATION

All work relating to attendance must of necessity be based upon information received from some source. It is not possible for the agent to visit every school every week and by inspection of the register find out for himself the cases of irregularity. The information must come from some person who is at the place where the irregularity exists, who is knowing to the facts and who is interested in the outcome.

Naturally the teacher and the school officers best meet these requirements and the efficiency of the work depends largely upon the promptness with which teachers, principals and superintendents report attendance conditions. The report at the end of each month is necessary and valuable as showing general conditions and giving information as to additions to and removals from the registration; but as a basis for the prevention of irregular attendance these monthly reports are far too infrequent to be of much value. Irregularity which has existed for one week, two weeks, or three weeks before being reported is irremediable, in the sense that the time already lost can never be restored. Illegal absence from school should always be reported at the time of its occurrence, then its continuance can be prevented. During the past year many teachers have reported weekly and even daily with excellent results.

CONDITION OF SCHOOLHOUSES

The delapidated schoolhouse and unfit surroundings still exist in some towns, although the current year has witnessed a decided improvement in this respect. The evil effects of the neglect of school buildings are evident in the towns which practice it. Evident in a general low standard of citizenship, petty lawlessness and gradual decadence; for such neglect constitutes direct training in bad citizenship for the children of the community. No com-

munity can afford to neglect its schoolhouses, and no state can afford to tolerate a community which does so; nevertheless, it is evident that some communities do so and will continue to do so until stirred to decent action by some force outside themselves.

SUPERVISION OF SCHOOLS

It is impossible to go about the state year after year observing the public schools without being impressed with the benefits which follow practical supervision.

More and more towns are each year taking advantage of the supervision facilities afforded by the state, and without exception with desirable results. Better schools, more attractive schoolhouses, better teachers with better pay, interest instead of apathy, are the invariable results of right supervision.

PROSECUTIONS

Inasmuch as, under a popular form of government, laws can be enforced only so far as public sentiment approves of such enforcement, the record of 52 prosecutions during the year, for offenses against school attendance laws, would seem to prove that public sentiment fully upholds the reasonable enforcement of those laws. In only one instance during the year was any obstacle placed in the way of needed prosecution; on the contrary, school officers and courts have acted promptly and willingly in these cases.

A much greater number of such cases might have been brought into court but for the physical limitations of time and distance; for prosecutions involve an excessive amount of time and travel. But the results of this extensive enforcement of the law have been good, both in the individual cases involved and in their effect on public sentiment throughout the territory covered, and it is not probable that the same amount of time could have been expended in any more effective way.

In cases of juvenile offenders extended use has been made of the probation system, with gratifying results.

Probation officers Charles A Colcord of Danbury, Rev J F Plumb of New Milford and A H Wilcox of Torrington have done especially good work with delinquent boys.

A noteworthy case, during the year, was that in which a parent refused to send his children to the school designated by the town school committee, but persisted in sending them to another — and more distant — school in the same town. At this latter school text-books were withheld from these children and no instruction

was given them. Suit was brought against the parent for failure to cause his children to be instructed according to law and the trial justice found the parent guilty. The case was appealed to the Superior court of Litchfield county and there the first judgment was sustained: a verdict which not only affirms the right of town school officers to designate a school, but also affirms the duty of the parent to comply with such designation.

PERFECT ATTENDANCE CERTIFICATES

The certificates of perfect attendance adopted by the State board of education and made use of for the first time during this year have been found to be of much practical value in stimulating school attendance. Two forms of certificate are used: A certificate to the school for perfect attendance during a school term, and an individual certificate to the pupil for perfect attendance during an entire school year. These certificates are in form as shown below.

TERM CERTIFICATE

Connecticut
State board of education

To.....

For the purpose of encouraging regular attendance of children in the public schools of Connecticut

The state board of education
issues this
Certificate of perfect attendance
to scholars in the school;
for the term ending

Names

.....

Dated at Hartford The

.....

1908

STF

CHILD LABOR

Illegal child labor is not allowed to exist in Connecticut; that is to say, children under the age of fourteen years are not employed here in mechanical, mercantile or manufacturing occupations. It is not probable that as many as twenty children under the age of fourteen are so employed at any time in this state.

Children between the ages of fourteen and sixteen are reported as "illegally employed" when found at work without the certificate of age; and this omission to procure and file the certificate constitutes a violation of law on the part of the employer, but it is a very different thing, in every aspect, from the employment of little children — a crime of which Connecticut is not guilty.

The friends of the children, interested in abolishing child labor in other states, could best prove their sincerity by bending their efforts toward securing such legislation and such an enforcing system as Connecticut has; for if Connecticut child labor laws were in force throughout the United States, then the United States would no longer have a child labor problem.

The question may well arise whether or not the laws which have produced such desirable results should be in any way amended or tampered with; but no harm could result from raising the age limit from fourteen to fifteen for boys and to sixteen for girls, and at the same time adding to the list of prohibited occupations such work as selling papers, blacking shoes, and driving livery or truck teams.

It is undeniable that girls should never be admitted to any of the prohibited occupations under the age of sixteen: it is also true that in very many cases boys between fourteen and sixteen are found to be physically and educationally fit for reasonable employment and would be happier, and better off in every way if so employed.

This condition is, in part, fairly met by the present law which provides for keeping in school (up to sixteen if necessary) those children who are educationally deficient. In brief our laws governing child labor are absolutely prohibitive and unyielding below the age of fourteen and are elastic above that age: permitting those to be employed who are educationally fit and prohibiting the employment and providing for the continued schooling of those who are deficient.

Respectfully submitted

C N HALL

NEW YORK
PUBLIC LIBRARY
ASTOR, LENOX AND
TILDEN FOUNDATIONS

CONNECTICUT SCHOOL DOCUMENT

No 11 — 1908

(WHOLE NUMBER — 312)

Lessons on plants

Reprint of No 12—1903
and No 7—1906

1908

STF

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1908

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OFFICE

ROOM 42 CAPITOL Hartford

October, 1908

PREFACE

The old longing for the ornamental still dominates much of our study of plants; if we can name a weed and repeat a bit of poetry in which the weed is mentioned our ignorance of the principles of its growth causes us no discomfort. As an excuse for teaching the trivial in plant life we are often told that only this kind of fact interests and pleases the child and gives him the sense of the aesthetic in nature. But we must remember there is no joy equal to that of doing something, and the child who causes a seed to sprout as the result of supplying it air water and heat or who by adding commonplace substances to the soil gives vigor and beauty to the plant beyond that of its companions, experiences the keenest and most wholesome satisfaction.

It is a poor kind of plant study and a mistaken psychology therefore which ignores physiological and ecological study of plants for dry descriptive work. The business of the plant-lesson is to bring the child's mind into immediate contact through his senses with the great truths of the plant world. If we let him see the root in its search for food, the work done by leaves for the atmosphere, and the marvelous fitness of the flower for the insect, we may trust his soul to get ennobling conceptions of beauty and grandeur.

The present tendency of nature study into the endless paths of description is to be regretted. There can be little doubt but that every fact in nature has a meaning but it is equally clear that every fact does not in our imperfect knowledge mean something. Take for instance: many lessons concerning leaves are highly specialized and narrowing in their aspect of plant life and so far as the child is concerned are intellectual husks. What the shape of leaves and the variation in their edges mean in the well-being of the plants no living mortal knows; and until the botanist discovers the meaning of the irregularities in the life of the plant the study of them for the beginner is

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Room 42 Capitol Hartford

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October 1908

Attendance and Child Labor

MR CHARLES D HINE

Secretary of the State board of education

SIR: — Below is the report of my work for the year ending August 31, 1908.

ATTENDANCE

Number of towns assigned	44		
Number of towns visited	40		
Number of visits to schools	822		
Number of families visited	542		
Number of cases of non-attendance investigated			3,627
Number of cases of disability	591		
Number of cases of lack of clothing	25		
Number of cases found to be legally at work	130	746	
Number removed, under age, private school, etc.		675	
Number illegally absent		2,206	
Continued attendance notices issued to parents	13		
Number of letters and notices to parents	4,137		
Number of prosecutions of parents	29		
Children committed to Conn. school for boys	6		
Children committed to temporary homes	2		
Children placed on probation by courts	15		
Total prosecutions	52		

EMPLOYMENT

Number of towns visited	14
Number of establishments visited	119
Number of employment cases investigated	115
Number of children employed between 14 and 16	400
Number of children illegally employed (under 14)	2
Number of children over 14 employed without certificate	3
Number of age certificates issued	91

INVESTIGATION OF CASES

Cases of non-attendance at school are investigated
by correspondence
by visits to schools
by visits to families

Investigation by correspondence involves a letter or printed notice to the parent or guardian, a reply from the same, correspondence with the teacher, and often with a local school officer and local physician. Very many minor cases of irregular attendance are corrected in this manner.

Cases are investigated at the school by inspection of the register, by the statements of the teacher and by information from the pupils. Almost without exception a visit to the school, with thorough inquiry into all recorded absences, results in improved attendance.

Lessons on Plants

GERMINATION

Seeds contain the germ of a plant called a *plantlet* or *embryo*. The parent plant provides the plantlet with food for future growth while the seed is still attached. The food either surrounds the plantlet or is found to be inside of the plantlet, thus giving rise to the following two classes of seeds *albuminous* and *exalbuminous*.

1 TWO CLASSES OF SEEDS Soak some morning glory seeds until the coat breaks. You should be able to distinguish the albuminous matter surrounding the plantlet. Examine a plantlet that has escaped from the coat and observe the stem and the two small leaves. Now examine a soaked bean. Notice that there is no albumen in sight. Find a bean plantlet in which the caulicle is about a half-inch long; compare the cotyledons with those of the morning glory. Examine a squash, apple, or walnut seed and decide wether it is albuminous or exalbuminous.

If seeds are germinated for the purpose of studying the process merely, the use of soil has so many disadvantages that it is well to avoid its use altogether. The plants can be kept in vigorous condition after the seed food is exhausted by feeding them a little plant food dissolved in water. There are a number of interesting ways of germinating seeds given below.

2 GERMINATING SEEDS a Select a sponge with medium-sized holes and pass through it near the top a stout string by means of a needle. Thoroughly wet the sponge and place in the holes such seeds as canary and oats. Suspend away from the light. Pour water over the sponge twice a day or often enough so that it does not get dry. If tied up in a paper bag, the seeds sprout quicker and are not so liable to become dry.

FIG 1

b Put half of a small sponge into a drinking glass; moisten and place on it a few seeds. Moisten the other half and stop the opening of the glass with it (Fig. 1). Keep both sponges wet.

c Wet a circular mass of cotton and place it upon the surface of water in a drinking glass. Place upon the cotton small seeds as in the case of the sponge (Fig. 2).

FIG 2

d Secure a pine tree cone; attach a string near the top and then place in the scales some small

seeds. Pour water down over the cone and keep it thoroughly wet. Hang up out of direct sunlight, or insert lower end of cone in a bottle filled with water as if it were a cork. Keep bottle filled with water.

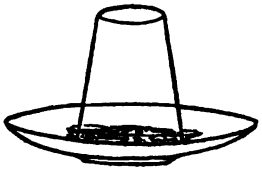

FIG 3

e Place in the bottom of a tea saucer a few thicknesses of white blotting paper on which place seeds. Cover with a drinking glass as in Fig 3 and keep the blotting paper wet. Try covering saucer with another saucer in place of drinking glass.

f Partly fill a drinking glass with fine broken glass on which place a few seeds; cover the seeds with more broken glass. Add water but not enough to cover seeds. Cover with piece of window glass and set in sun.

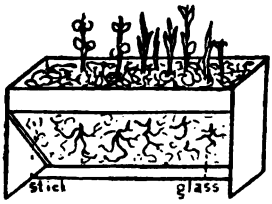

FIG 4

g Remove part of a side and part of the bottom from a crayon box. Whittle two pieces to rest slanting from bottom to lower edge of broken side. Have a piece of glass cut that will slip into box and rest it on the whittled sticks to serve for the bottom (Fig 4). Fill with fine moss or hay in which plant corn and peas. Water and give sunshine.

h Place a new clean flowerpot saucer in a dish containing a little water. Place seeds in saucer and cover with another saucer of same size. Keep a small quantity of water in dish and place in a warm spot.

i To grow plantlets in quantities large enough for class work, secure an old pan or large deep dish and into it place two inches of sand or sawdust which has been boiled to kill mould and bacteria on which place seeds. Then cover with a sufficient layer of sand or sawdust. For purposes of watering, place a broken test tube through the material to the bottom of the dish, as in Fig 5, through which pour water instead of pouring it upon the top. Try substituting dried moss for the sand.

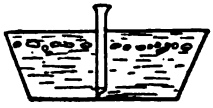

FIG 5

Sphagnum moss can always be obtained of a florist and when broken up is by far the best material to grow plants in for experimentation. See if you can find it growing in some near-by meadow.

The above methods of germinating seeds are mainly to present and impress the truth that seeds need three conditions

or factors *water heat* and *air* in order to grow. We will now take up these factors separately, after which the different methods of germination should be discussed in the light of the now appreciated conditions.

Water aids the growing plantlet in three ways: (1) it loosens the surrounding covering of the plantlet, (2) serves to carry food to all parts of the plantlet, and (3) is itself a food to the plantlet. It has been found that the cells of the plantlet take in the water and become distended (turgid) in exactly the same manner as they did while still growing on the parent plant.

3 **EFFECT OF WATER ON THE SEED COAT Examine beans and other seeds that have been soaked over night to show the effect of water on the seed coat. How is the size and toughness of the coat affected? Do the bean coats begin to break at any one place? Why do the soaked seeds occupy more space than before being soaked?**

4 **EFFECT OF EXTREMES OF TEMPERATURE Attempt to germinate some seeds under extremes of temperature. Place them for instance outside the window in early spring. For high temperature place the dishes directly on the steam radiator or on the back of the stove. Try to secure for the rest of your seeds optimum temperature. By placing the same number under these various conditions you can make comparisons as to the number that sprout as well as to size and rapidity of growth.**

Under outdoor conditions plants receive *heat* from the *soil atmosphere sunshine* and from the *chemical changes* going on within the plant.

Seeds are unable to sprout if the *air* is withheld from them. While the need of heat and water is generally recognized in the sprouting of seeds it is not as well understood that air (oxygen) is a vital necessity. Often an ignoring of this need results in failure. The person who plants seeds in soggy soil is placing them where they will not get enough air. So too in planting too deep or in soil not properly loosened by plowing or spading enough air is not provided. The following experiment teaches this truth:

5 **AIR NECESSARY FOR SPROUTING Bend two narrow strips of zinc into circles just large enough to slip into the neck of bottles. Fill two bottles with lukewarm water which has been**

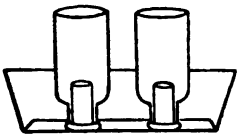

FIG 6

boiled to remove all dissolved air. Put into each bottle a dozen beans and leave over night. In the morning fit circular pieces of zinc into the necks of the bottles and invert the bottles in a deep dish of water taking care that the beans lie outside the zincs (Fig 6). Displace the water in one bottle with air, and the other with hydrogen. Use care to prevent any air getting into the latter bottle. Any book on chemistry will describe the method of obtaining hydrogen. In a few days the seeds in the bottle with air should sprout, while those in the hydrogen should not.

By filling two bottles with hydrogen instead of one and just as the seeds begin to sprout in the bottle of air lifting up one of the hydrogen bottles so that air enters it you will find that the hydrogen is not a poison; for the seeds will sprout in the bottle of displaced hydrogen almost as well as in the bottle of air.

The *oxygen* of the air enters the seed. The hole where it enters can be seen by examining one side of the scar (hilum) of a soaked bean. Once in the seed the oxygen unites with a part of the contents to form a *ferment*. This ferment has the power of changing the albumen from an *insoluble* to a *soluble* condition; that is, from the insoluble condition in which it exists in all dried seeds to a soluble condition which can be taken up by water and carried to all parts of the growing plantlet. During this important change in solubility *carbon dioxide* is set free. This liberation of carbon dioxide is only another instance in life where we are shown the part played by carbon and oxygen.

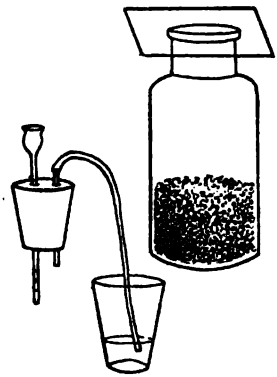

FIG 7

6 GERMINATION AND CARBON DIOXIDE Put in a bottle two or three dozen peas with water and leave for a day; then drain off the water, cover loosely the mouth of the bottle and leave in a warm place. Wet the seeds every day until they begin to germinate. When they have begun to germinate lower a burning match into the bottle. Result? Insert a two-holed stopper having a thistle tube in it and a rubber tubing attached, as indicated in Fig 7. Place the free end of the tubing in lime water while you pour water into the bottle through the thistle tube. Have you here evidence

that a process similar to respiration goes on when an embryo begins to grow?

This very interesting ferment *diastase* referred to in the last discussion can be removed with little trouble and caused to do its work outside of the seed of changing an insoluble substance to a soluble one.

We first need to know that this ferment is responsible for changing *starch,* with which all seeds are abundantly supplied into a kind of *sugar* (glucose). Until this change occurs no seed can sprout. That is to say the awakened plantlet first feeds on a sweetened solution manufactured from starch through the agency of this ferment. The following experiment with diastase is not difficult and will well repay you for your effort.

7 CHANGING OF STARCH INTO SUGAR To fix in the mind the difference between starch and sugar in respect to solubility and consequent diffusibility through the plant, put equal-sized lumps of sugar and corn starch into separate dishes of cold water and agitate. You will see that no amount of stirring results in dissolving the starch.

Now heat the starch and water until it boils, stirring all the while. Dilute this starch water with water until it looks quite like ordinary water. To prove however that starch is present add to some of it a drop of solution of iodine (tincture can be used).

Two or three days before doing the above you should place from twenty to thirty barley or oat seeds where they will sprout quickly (2e) when the caulicles are from one-fourth to one-half inch long they are ready to crush by hammering them on paper after which place them in lukewarm water. Stir for some seconds then pour the liquid from the crushed seeds into the starch water above prepared. By this operation you have transferred the diastase from the seeds to the prepared starch water.

Keep the liquid lukewarm and test little portions of it hourly with the iodine solution until you no longer get the blue color indicating the presence of starch. When you can no longer get the blue you have succeeded in changing the starch into sugar.

One of the most interesting things about young plants, and indeed of all plant life, is the response to the *environment. Light heat water gravity* and *things* all modify the behavior of growing plants so noticeably that before reflecting one is inclined to impute intelligence to them. So noticeable is the adaptation of roots to soil, that Darwin it is reported looked upon the tip as the seat of something akin to intelligence. The

influence of light water and gravity can be illustrated as follows:

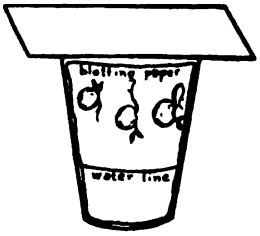

FIG 8

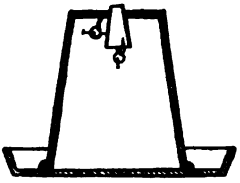

FIG 9

8 INFLUENCE OF GRAVITY AND LIGHT Cut a strip of white blotting paper so that it will just line the inside of a drinking glass. Place two or three pea and corn seeds between the blotting paper and glass near top then add water but not enough to cover seeds (Fig 8). Cover glass with board or window glass and put in warm place. As soon as the seeds sprout turn them so that the roots (caulicles) point upwards. When the root has recovered and is again growing downward turn it once more so as to point upwards. In what direction do the leaves (plumules) persist in growing?

Find as long a cork as possible to fit the hole in bottom of a five or six-inch flower pot. Pin to side and top of cork pea and corn seeds that have begun to sprout. Invert the pot in dish of water (Fig 9), after thoroughly wetting the pot inside and out. From time to time examine the seeds to see how the caulicles and plumules behave in the dark.

Fill a small-sized flowerpot full of soil and plant grass barley or oat seeds near the top. Invert the pot, resting it on a piece of wire netting over a glass of water. In time the plumules should grow through the soil and come out of hole in the top (Fig 10).

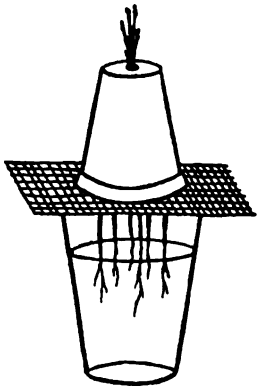

FIG 10

9 INFLUENCE OF WATER Procure a piece of wire mosquito netting four or five inches square and bend up edges one-half inch so as to form a shallow box, Fig 11. Fill with sawdust and plant oat or barley seeds in the sawdust and hang up the wire box by a string. Keep sawdust wet. Why do the roots after growing down through the holes turn back towards the bottom of the box?

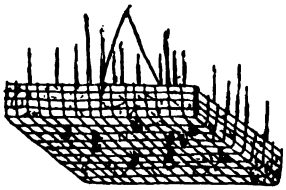

FIG 11

Notwithstanding the ordinary responsiveness of plants to their surroundings, there are periods when they are surprisingly indifferent to outward conditions. Such periods are spoken of as *periods of rest.* Close observations reveal the fact that practically all plants in all zones have recurrent periods of *activity* and *rest.* Annuals, however, are believed to be an exception in this particular. The regularity with which the resting period returns strongly suggests the sleep of animals. It is however little more than a fancied resemblance for the periods in the case of plants are months in duration; and furthermore a plant while in the resting period is usually capable of undergoing very great hardships without loss of life. The particular hardships of our climate endured by plants during these periods of non-activity are extremes of cold and lack of food. The hardships in the torrid zone are lack of water and burning heat. Travelers give interesting accounts of the forlorn appearance of vegetation in hot countries during the dry season and of the phenomenal bursting forth of activity in the brief period of a single day on the return of the rainy season. In our zone we are probably taught more concerning the approach of winter and summer by the changes in plant life than from the astronomical changes. The shedding of leaves, the dying of herbaceous stems, the bursting of buds, and the coming of the green grass more profoundly teach the season of the year than does the position of the sun. Even under hot-house conditions our plants have periods of " not doing well " therein demonstrating how fixed has become this habit of resting. Only when a plant has inherited this habit can it live more than a single season. It is possible to test this hardihood against destructive influences in the case of seeds in the following way:

10 **RESTING PERIOD** **Mix snow or broken ice with table salt in a deep dish and plunge into the freezing mixture a dry test tube containing a few perfectly dry beans or peas. Leave them for an hour or more. Take the temperature with a thermometer and record. Afterwards take them out and germinate. How many survive the hardship? When the seeds have germinated place one of the plantlets in a test tube and put the test tube into ice and salt as before. What follows? How can an embryo stand a hardship that a few days later proves fatal? Name as many as possible of the hardships that plantlets undergo while in the seed.**

Place the same number of peas or beans in a dry test tube and place in water that is not over 200° F. Leave them there for fifteen minutes. Then take out and leave in a place favorable for germination. How many germinate? Are the plantlets as capable of withstanding high temperature as low? When the seeds have germinated place one of the plantlets in a test tube and hold in water that is 200° F as before. State the effect on an active plantlet.

Take soil at different depths from a field that has not been plowed for years using all care not to allow seeds to get into it; place it in different saucers, water, cover with glass and set in a warm place. Very often plants spring out of soil that has been a foot or more below the surface for a number of years. If you are successful in getting plants from the soil try to estimate the length of time the seeds were resting.

Procure a "Rose of Jericho" (Siempre Viva) and use it to demonstrate resting period in the tropics.

ROOTS AND SOIL

Roots perform four functions in the life of the plant: (1) *fixing* the plant to regions of food (2) *absorbing* mineral food (3) *storing* compounds for future use and (4) serving as organs of *selection* and *elimination*.

It is evident that next to going to regions of food as in the case of animals the next best thing is in being firmly *fixed in* regions of food thereby securing more or less food at all times. Everyone knows with what persistency even the small plants resist being pulled up. This resistance in trees gets to be questions of tons.

In the rank and file of the plant kingdom the necessary mineral food is secured by roots. Roots in fulfilling this important function have to struggle against hardness and insolubility of soil and against one another. The result of this struggle in part has been to produce organs of *great length penetrativeness* and *sensitiveness* to surrounding influences.

Incidentally with the other functions, roots have come to serve as *storehouses* for elaborated food. This food serves when undisturbed by animals for future building. We find this function carried out to an interesting degree in *biennials* and *herbaceous perennials*.

There is not at present perfect agreement among botanists as to the extent to which roots are capable of *eliminating* worthless products and *selecting* from the soil only such as are beneficial. It seems probable that they do eliminate to a certain extent; just how much is yet to be determined. Likewise as will be seen in experiment 15 roots do exclude from entering the plant certain compounds held in the soil water.

The following experiment will serve to impress one as to the great strength with which the root resists all attempts at uprooting the plant.

11 HOLDING PLANTS IN REGIONS OF FOOD Pull some small plant out of the ground without loosening the soil.

Wind a stout cord several times around the stem near the ground of an out-of-door weed. Throw the cord over an overhanging branch and fix to the free end a basket or pail. Into the pail carefully place small stones until the plant is pulled up by the roots. Weigh the pail and stones to estimate the force required to uproot the plant. Make allowance for friction between the cord and limb by subtracting one-half of the whole weight. How many pounds were necessary to overcome the adhesion between the roots

and soil? What was clinging to the roots? The soil particles are held by means of root-hairs. If you have spring balances they can be attached directly thus dispensing with the pail.

In the previous experiment you found soil clinging to the roots and were told that *root-hairs* were responsible for the phenomena. These very small but extremely important parts should receive some attention.

12 ROOT-HAIRS You can obtain them in excellent condition by germinating barley oat mustard clover squash and, in fact almost any seeds by one of the following methods: 2c e g or h. Observe where they occur, their size and arrangement. Pull up some plantlets and examine with lens the method by which soil is held. Pull up a sunflower plantlet and roughly remove the soil from the roots in such a way that the root-hairs will be destroyed. Now carefully replant and thoroughly water. Does the plantlet wilt? Root-hairs are necessary for plants to secure water from the soil. Other plantlets may be used instead of sunflower.

This last experiment teaches us that root-hairs are largely responsible for the plant's obtaining water and whatever the water holds in solution from the soil. With the exception of plants that grow in water and in wet places, all plants are more or less provided with these organs of absorption.

The position of the root-hairs is one that lends itself to food-getting. They stand out from the side of the root into the soil in all directions and are thus able to get food for the plant from a much wider range of soil; moreover they flatten as they come in contact with the soil particles wrapping themselves about them in a way that results in extracting plant food from the particles. The accompanying cut Fig 12 shows in an interesting way plantlets with soil attached with the root-hairs free and a single root-hair greatly magnified. We see how misshapen the root-hair has become in its attempt to secure food.

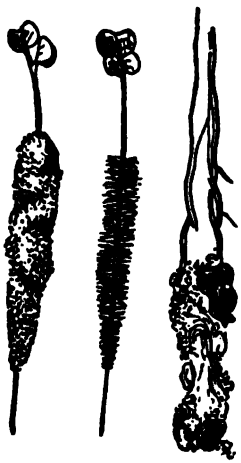

FIG 12 (after Sachs)

Furthermore root-hairs are organs of the moment. At best they live but a few days; only long enough to secure the food from the soil in which they are in immediate

contact. As they are not carried forward with the advancing tip nothing remains for them after securing the food at that spot but to die and fall off leaving no scar.

Successful transplanting requires that many root-hairs shall be carried over with the adhering soil. And in the growing of plants the soil should be frequently stirred to loosen the ground. For by loosening the soil new roots and their accompanying root-hairs are induced to develop and at the same time the working of the soil introduces air without which neither roots nor root-hairs can live.

13 **ROOTS AND THEIR GROWTH** **We will now turn our attention to the root itself and try to discover something of its structure and habits. For this purpose grow corn, pea, and oat plantlets by the methods described in 2g and h. It is possible to grow the roots by planting the seeds in a glass funnel of sawdust or fine sphagnum moss. As soon as roots appear on the glass study them attentively as to the way they grow, their rapidity of growth, way of branching, place of hair-roots, color and nature of tip. Bring a lens to bear on tip of roots to see different parts. Mark, by using a pine-tree needle or bristle and indelible ink, dots or lines equidistant on some of the roots in the saucer (2h) and quickly return the saucer that serves for cover. Examine the marked roots from time to time for two or three days. Where does the growth take place?**

From this last experiment you will see that roots lengthen over a short space just back of the end or *tip*. In fact, inside of the tip is the so-called *growing-zone* the place where *new cells* appear. Some of these new cells are pushed forward to form a *cap* at the tip (see Fig 13) while others are left behind to become the wood of the root. The cap is almost of equal enterest with the root-hairs. It is made up of the cells just spoken of which are thick-walled and dead. As the root moves forward in the hard soil the cap takes all of the brunt of the work and at the same time protects the delicate growing cells hidden within. As the root moves forward exerting at times it is claimed 200 pounds pressure and over the cap is

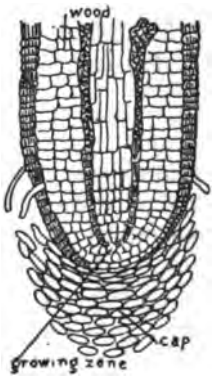

FIG 13 (after Sorouer)

rubbed and would be destroyed were not new cells continually being added in the way just described.

The root-hairs grow from the new cells in close proximity to the growing zone and not from old cells farther up the root; old cells are usually incapable of producing new growth.

Roots possess *acids* to aid them in getting food from the soil. As the root-tips and root-hairs come into immediate touch with the soil particles these acids act on the mineral matter in the soil particles and change their condition so that the mineral food matter may be dissolved and taken into the plant. These acids may be detected and something of their work observed in the following experiments:

14 ROOT ACIDS AND THEIR EFFECTS Pull up, without breaking the roots, a bean plantlet that has exhausted the seed food. Rinse the soil from the roots and then place them on a piece of blue litmus paper. Press the roots down with a light weight. After a few minutes the blue litmus paper should turn red, indicating that an acid comes from the roots.

Secure a fairly deep oyster or clam shell having a smooth polished inner surface, or a polished piece of marble. Place it in a deep dish and surround it with rich soil up even with the top of the shell. Finish filling the dish with sand. Directly over the shell set out two thrifty bean or pea plants in such a way that the extending roots will come in contact with the polished surface of the shell or marble as illustrated in Fig 14. Water and place in sunshine. Turn the dish occasionally. After four weeks or so remove the shell and hold the polished surface between your eyes and the light. Move slightly in a way to reflect the light. The shell should have lost its polish where the roots came in contact with it.

FIG 14

Roots seem to *exclude* certain substances while they take abundantly of others. The following experiment points to this conclusion:

15 EXCLUSION OF SUBSTANCES BY ROOTS Dissolve in a drinking glass of water a very little blue or red aniline dye. Pull up with care two half-grown bean plants. The roots must not in any way be injured. Place the roots of the plants in the dyed water then place the glass in sunshine. As the water disappears add uncolored water. The plants should continue to grow and even blossom. Do you see any trace of the dye in the stalks?

Do you feel sure that the water enters the roots? It is well to add to the water a tiny amount of plant food to secure vigorous growth.

Numerous experiments have established the fact that the number of chemical elements needed by plants is surprisingly small. Fourteen is found to be sufficient to meet all the needs of the plant; while in truth of these fourteen but ten are absolutely essential. That is to say, compounds of *potassium calcium magnesium sulphur phosphorus iron carbon hydrogen oxygen* and *nitrogen* supply every need of the plant. In many instances however the addition of one or more of the following in the form of compounds results in added vigor: *silicon chlorine sodium manganese.* Of these fourteen elements three come from water and carbon dioxide of the air. Eight of the remaining eleven are rarely ever found lacking in any soil so that they need cause no anxiety on the part of the agriculturist. In other words the problem of supplying plants with food narrows down to the providing of *potassium phosphorus* and *nitrogen.* The total amount of these three elements rarely exceeds three per cent of the weight of the dried plant. All plants must have these substances in the form of compounds. Increasing the amount of one of the three often has an interesting effect, that of increasing the productiveness of the plant. The increase of either of the others after a certain quantity has been added does not increase the productiveness of the plant. Consequently an element is often spoken of as the *dominant* of a plant. To illustrate: after supplying to the wheat plant a certain amount of potassium phosphorus and nitrogen in the form of compounds, increasing the quantity of potassium or phosphorus does not result in increasing the quantity of grain. But any increase of nitrogen is followed by an increase of grain; therefore nitrogen is said to be the dominant for wheat. It is also the dominant for beets barley oats rye grass etc. Potassium is the dominant for peas clover grapes beans potatoes etc., while phosphorus is a dominant for sugar-cane corn turnips buckwheat etc. Other elements are often found in plants and produce noticeable results, as for instance dwarfing and change in color of leaves and flowers. These elements are however in no way essential to the well-being of the plant. They may be looked upon as illustrating the effect of the environment upon the plant.

As a result of this knowledge men are able to place prepared chemical plant food on the market that will supply the growing plant with just what it needs. These foods are sold under the general name of "*phosphates*" and are prepared for different plants. A "potato phosphate" will as indicated above contain relatively a large per cent of some potassium compound, while a "corn phosphate" will have a high percentage of some compounds of phosphorus. The effect of these *chemical manures* can be illustrated in the following way:

16 FEEDING PLANTS CHEMICAL FOOD Prepare two flat corks as follows: punch a half-inch hole in the center of each then cut the corks so as to halve the holes. See Fig 15 Secure two bottles to fit the corks and fill each with rain water, but into one put as much commercial fertilizer ("phosphate") as can be taken up on the point of a pen knife. Shake the bottle. Select two pea, corn, or bean plants with the store of seed food nearly exhausted, and wrap about the stems near the roots a narrow band of dry cotton, and insert between the halves of the corks in the depressions. The plants should be as near of a size as possible. Every effort should be made to prevent the cotton from getting moist and thereby moulding. Put the plants in the sunshine but protect the bottles from the light. Change the "phosphate" and water every week. Study relative growth of root-hairs and vigor of plants. If nothing happens to the plants the plant that is fed will in a couple of weeks show superior vigor and will continue to outstrip the water-fed plant until the latter dies.

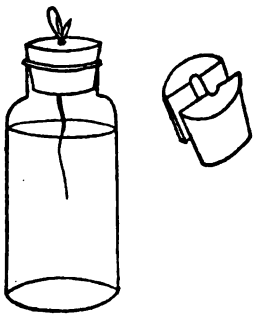

FIG 15

The corks can be dispensed with and cotton substituted by wrapping enough of the latter around the plantlet to hold it in the mouth of the bottle.

Fully as pleasing results can be obtained as in the last experiment by using sand in connection with rich and poor soils. The accompanying cut Fig 16 shows actual results obtained by a student; *a* containing gravel, *b* rich garden loam, and *c* white beach sand to which "phosphate" was added. You will be well repaid if you make the experiment.

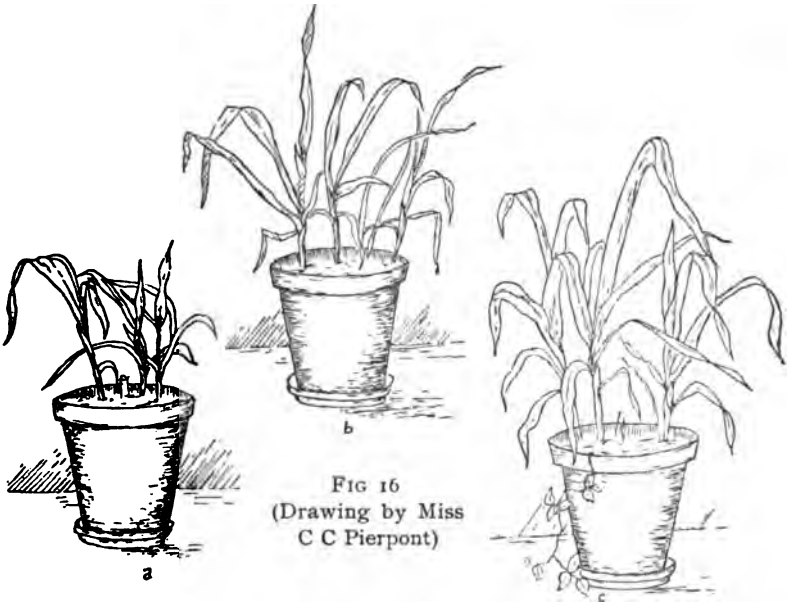

FIG 16
(Drawing by Miss
C C Pierpont)

17 EFFECT OF CHEMICALS ON PLANT GROWTH
Secure three flower pots of the same size. Fill one with the poorest soil obtainable; common gravel is suitable. Fill another with rich garden loam. The third and the last fill with clear sand that has been rinsed. Plant in each the same number of kernels of corn, say ten. Set the pots in a warm sunny place and keep the soil moist but not wet — the sand needs more water than the other pots. Turn the pots occasionally. After the seeds have germinated begin watering the plants in the clear sand with water that has half a level teaspoonful of Bowkers plant food or some other good "phosphate" to each two quarts of water. Wet the plants twice or three times a week with this solution, watering meantime with ordinary water. Is there much difference in vigor when the plants are a week old? At what period do the plants begin to differ in thriftiness? Which are the most vigorous after six or eight weeks? How thoroughly are men able to ascertain the chemical needs of plants.

From the frequent reference to *soil* we cannot fail to recognize its importance to the plant. All plants directly or indirectly draw a part of their nutriment from the ground. While the amount is never large it is always an absolute necessity and causes more labor and anxiety to the cultivator than

the ninety and more per cent derived from the air and water. The presence in the plant of soil, or *inorganic matter* as it is called, is very easily demonstrated.

18 MINERAL MATTER IN PLANTS Secure a piece of broken thin china and place upon it fine bits of dried leaves and sawdust. Hold the china with a pair of pincers (Fig 17) over a hot flame and carefully note the changes that the matter undergoes. When nothing remains that will burn you have left on the china the mineral matter contained in the sawdust and leaves.

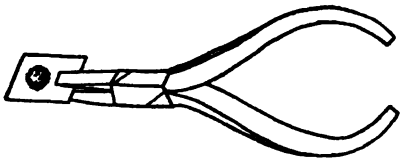

FIG 17

The presence of mineral matter can also be shown by adding water and hydrochloric acid to short pieces of scouring rush or horsetail (equisetum), heating and then allowing it to stand. After the acid has acted a time on the rush you will find a hard gritty substance in the dish which is mineral matter.

Procure corn leaves late in the summer and draw them through the hand; examine with lens. What substance do you feel? Try sharp grass blades.

On the other hand, we find plant or *organic matter* in all good soils.

19 ORGANIC MATTER IN SOIL Place on a piece of thin china a small quantity of rich garden loam. Hold over the flame as in last experiment. The substance that burns is not the mineral soil. If you will hold the hot smoking soil down in a bottle for part of a minute then remove and add lime water and shake you can detect carbon dioxide being given off. The final red color is due to iron in the soil.

From the last experiment it appears that our best soils are mixtures. This truth can be further enforced by the following study:

20 SOIL A MIXTURE OF ORGANIC MATTER SAND AND CLAY Spread on paper a little quantity of garden loam and examine with a lens. Can you separate the bits of organic matter sand and clay?

Take two drinking glasses and fill each about one-third full of rich garden loam; take pains to have an equal amount in each. Wash the loam in one of the glasses by pouring in water stirring all the while. Avoid washing out the pebbles and sand. What is

the nature of the substances that are washed away? When the water that runs off is clear there is no need of further washing. What have you left in the glass? Comparing the contents of the two tumblers you will be able to roughly estimate the percentage of sand in the soil.

Low wet land is often "*sour*" i e acidic on account of the decay of the organic matter. By spreading on lime men "sweeten" i e neutralize the acid of such fields. In other words the lime which is an alkali destroys the acid properties of the decaying organic matter and thus prepares the soil to support growing plants.

21 SOUR SOIL Go to different fields, dry and wet, and make holes in the ground with a sharp stick; insert a piece of blue litmus paper into the hole and leave for a while. If on removing it is pink and remains pink the soil is "sour."

The most productive soil contains at any one time but a very small per cent of *soluble mineral* matter. It is not large quantities but a continuous limited supply of such food that best satisfies the plant's need. It must be evident that a soil over-supplied with solubles is in a way to soon exhaust itself through *leaching*. Therefore, on the whole a soil containing more or less of coarse and insoluble particles is the more enduring. Much of our New England land while only moderately productive, promises for centuries yet to hold its own; while the fine rich soil of the west is already in places on the wane in productiveness.

Evidence of the soluble matter in soil can be obtained as described in the following experiment. You need to use great care to avoid getting soil into the glass not carried in solution.

22 CONDITIONS IN WHICH MINERALS ARE USED BY PLANTS Place a filter paper in a funnel then fill the funnel with rich garden soil. Arrange the funnel so as to collect the drops in a clean tea saucer or glass (Fig 18). Into a depression in the soil pour water until dripping begins. No visible particles of soil should come through. When there is a small part of a saucerful of the liquid remove and set in sunshine with another saucer equally filled with rain water. After the water in both has evaporated examine for evidence of mineral matter.

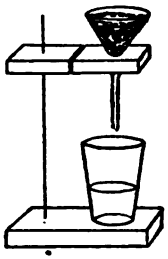

FIG 18

We know that water in the soil not in the closest *adhesion* with the individual soil particles is not only useless but at times destructive to plant life. Water that is in the closest contact with the soil particles dissolves the mineral matter. You will recall a former section where the way was discussed in which root-hairs clasp each particle to secure food. When the water is not in contact as a film with each particle it fills up the spaces between the soil particles and crowds out the air.

23 WATER IN ADHESION WITH SOIL PARTICLES
Dip the head of a hat pin into water. By examining you will see that the water adheres as a film to the pin head.

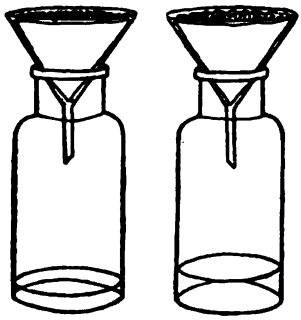

FIG 19

Take two funnels and place in bottles; in each place a filter paper. Fill one with fine soil such as garden loam; in the other place an equal amount of sand or gravel (Fig 19). Add to water some powdered saltpetre (KNO_3). Now add to the soil in each funnel an equal measured quantity of this mineral water; add rather a large quantity, enough so that water drips freely from the funnels. When the funnels are through dripping measure the water that passed through. Do you find that the finer soil retains the more water? Why should it? Can the size of particles be too small?

It is interesting to note that this power of storing up soluble matter from the soil waters varies for different compounds. In *intensive* agriculture it is necessary to add as before stated compounds of nitrogen phosphorus and potassium. Curious enough, for the compounds of these three elements soil has rather a high storing power while for many other less necessary ones it possesses a less power of retention.

There is a limited amount of *movement of water* in the soil which is often of considerable aid to the plant in getting food. Soluble mineral matter at some distance from the roots is brought to them by a process of adhesion or capillarity. In the alkaline deserts in our West this process of bringing

minerals to the surface is a great disadvantage to plant life. This food-getting process is illustrated in the following simple experiment:

24 MINERAL FOOD BROUGHT FROM DISTANCES Pass a short piece of glass tubing through a hole in a cork as in Fig 20 Through the tubing pass a piece of candle wicking. Make a strong solution of table salt and water and partly fill a bottle with it. Insert the stopper after wetting the entire wick. Set aside for a few days. The salt should gather at the top of the wick. The salt and water correspond to the soil dissolved in the water of the soil; the wick corresponds to the soil.

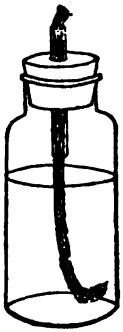

FIG 20

It matters little how rich a soil is, that is to say, how abundant the decaying organic matter and soluble mineral salts are, unless such a soil is permeated through and through with air. In a way the most valuable thing an agriculturist can possess is air — in his soil. Consequently all fertile soils owe part of their fertility to the air they contain. Modern science has taught us that as much attention must be directed toward introducing air into the soil as to applying fertilizers. It is the oxygen of the air that is needed by the roots. The *nitrogen* is also necessary; but first it has to be seized by *micro-organisms* and converted into nitrates that are taken up by the roots. There is no more wonderful chapter in science than that which tells us the way in which nitrogen is converted underground into compounds suitable for plants.

Returning to the subject of sand in soil we can see that the presence there of sand and pebbles prevents the small clay particles from becoming close-fitting thereby shutting out the air and preventing all circulation. The presence of sand and pebbles in soil up to the amount of 60 per cent results in increased fertility. Likewise leaves grass branches and animal manures are beneficial. The agricultural processes of plowing spading harrowing cultivating and hoeing find one of their chief rewards in increased productiveness through the introduction of air into the soil.

25 NITROGEN-FIXING BACTERIA Pull up clover plants and examine roots to see if you can find bunches (tubercles) on them. Examine bean and pea plants grown in poor sandy soil for the same thing.

Fill two flower pots with poor soil; go to some field where peas or beans have been raised for several years and get some of the damp soil and mix it with the soil in one of the pots. Plant pea or bean seeds according to the crop raised on the soil you obtained in both pots and care for them until they bear fruit. Carefully study the plants to see if they vary any in vigor or fruitfulness.

Men have long known that beans peas clovers etc grow on soil on which other plants fail to grow. Until quite recently no one had the faintest inkling why one plant could succeed where another fails. Scientific methods of study have at last solved the mystery. The above plants belong to the *pulse* or *legume family* (*Leguminosæ*), most of which members serve as hosts for *bacteria*. These bacteria are scattered through soil waiting for the right plant on which to attach themselves. Consequently when a pea or bean plant starts to grow in such a soil these bacteria fix themselves to the roots cause swellings (tubercles) and multiply. Thus housed they live on the plant and at the same time take free nitrogen from the soil air and manufacture nitrogen compounds with it. These nitrogen compounds are immediately seized by the legume which enables it to flourish where other plants would fare but poorly.

There yet remains one question of very great importance to think about. That is by what means does the soil water ascend the plant? There is probably no subject in the study of plant activity that has been more difficult to investigate and consistently explain than that of the *movement of sap*. Water-containing compounds enter the roots and ascend to the leaves. While here the salt and water take part in chemical changes resulting in new substances. These manufactured substances return to the stems and roots of the plant. The question is by what process does the *crude* sap flow upward; and when chemically changed or *elaborated* return to the parts before traversed? In water plants the entire surface does the absorbing, the roots serving as organs of anchorage. The inner cells receive their share from the outer layers by the process of *osmosis*. In the so-called *cellular* plants lichens mosses and

fungi the food passes from cell to cell by this same process of diffusion or osmosis. When the process is studied in the *vascular* plants there is a question whether the distribution of sap is entirely accomplished by this one process of diffusion. Very probably it is not for the advance in complexity of structure and the presence of pipes (vessels) running through the stems and branches would lead us to expect a more complicated method of distribution. Notwithstanding there is a pretty uniform agreement that osmosis is by far the most important known process by which sap is distributed in the higher plants.

There are a number of fairly good ways of studying the process of osmosis in an experimental way. The following is considered one of the best:

26 OSMOSIS Procure a beet turnip or carrot root and dig out the inside or better bore it out with a bit; in either case using great care to have the outside opening perfectly round. Peel the root, fill with molasses, and insert a stopper through which passes the end of a thistle tube or long glass tubing. The stopper must make a perfect fit so that on pushing it down the molasses will ascend the tubing a little way. Now place the root in a deep dish of warm water and fix the tubing in a vertical position (Fig 21). Study the changes during the next day or so. The liquid in the root should ascend the glass tubing for some inches, after which it should descend to the level of the liquid outside the root. The outside water should become colored by the molasses.

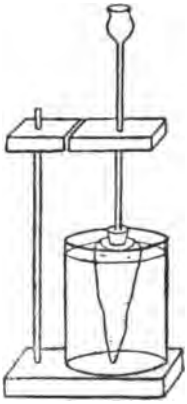

FIG 21

In this experiment there clearly is an *ingoing* and *outgoing* of the water and molasses. At first the water goes in faster than the molasses goes out, otherwise the liquid would not rise in the tubing. After a time however the ingoing and outgoing are equal for the inside and outside levels are *equal.*

We account for this exchange in this way: Whenever two fluids (gases and liquids) are separated by a partition through which the molecules can pass we find that the less dense passes faster than the more dense. After a time however the two liquids become *equally mixed,* so that there is no longer

a more dense and less dense liquid. In this thoroughly mixed condition the passing through will be *equal* in both directions. But if some of the molecules of the denser liquid for instance are removed from one side of the partition the equal movement will be disturbed and unequal movement will set up again to continue until the liquids become again equally dense or an even distribution of molecules has been reached.

Now this seems to fairly well account for the movement of sap through a plant. The cells in the root contain a denser fluid than the soil water so there is an ingoing of the soil water. But as soon as these outer cells receive the soil water the cells next to them will need to make an exchange that they may become of equal density, and so on until the leaf cells are reached. Here the water escapes into the atmosphere; so the process will continue in the vain endeavor to equalize the distribution of the soil water throughout the entire plant.

Now we must recall that the soil water carries mineral matter with it. This mineral matter on reaching the leaf is *changed* so that it is as good as *removed* from the circulation; consequently more salt will travel towards the leaf in obeyance to the equalizing force.

27 PRESSURE RESULTING FROM DIFFUSION Put three or four dried prunes in warm water and leave for some hours or until they become plump (Fig 22). What was the cause of the plumpness? How did the water enter? What evidence have you that something came out? Which was the greater, the inflow or the outflow? After studying the prunes in this condition put them into thick molasses. Do they again become shriveled? Why? In which direction in this case was the movement the greater?

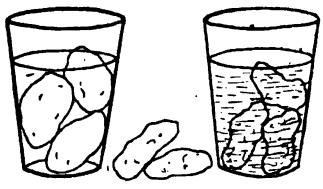

FIG 22

Fill a large thin-walled bottle with peas and beans. Shake the bottle so as to get in as many as possible. Fill the bottle with water and cork tightly. During the day what occurs? Why did so much more water pass into the seeds than seed contents pass out? What occurs to wood at times that is explained by this experiment?

BUDS AND STEMS

Buds begin to *grow* in the spring or early summer and continue to increase in size up to late fall when they enter the resting period; from then on they undergo varied and severe *hardships* which end only with the settled weather of the following spring. Consequently it is wise to begin the study of buds something like a year before the period of bursting.

28 LOCATION OF BUDS Where do you find them? Is there a bud at some stage of development at the base of every leaf? Examine the terminal buds of lilac woodbine or oak. State the number and whether they all seem equally vigorous. Examine injured trunks of trees for evidence of buds. Have you ever observed evidences of buds on the trunks of elm willow or chestnut trees? Were they preceded by leaves? Examine in the fall sweet flag iris Solomon's seal ginger and trillium for underground buds. Name buds from their position and draw.

Compare the amount of covering on any of the above with the amount found on the buds of herbs or house plants. This difference of covering gives rise to what names? Why? Would scales be of any advantage to herbs or house plants? Carefully remove some of the scales from outdoor buds and observe the effect on their development.

29 BUDS IN THE RESTING PERIOD Gather twigs in December or January from the hickory maple apple fruit and other trees. Put them in water and set in a warm sunny place. Do they open? What are the conditions that later would result in their opening?

30 WHAT BUDS ARE Secure some of the following buds in the spring just before they open: horse chestnut rhododendron hickory balm of Gilead fruit buds etc. With a very sharp blade an old razor for instance cut one of the buds longitudinally splitting the stem as well as the bud. Cut another transversely, about

half way from the tip to the base. Now secure another bud that has opened and split longitudinally, beginning to split at the bottom. Return to the bud cut longitudinally and make a careful drawing receiving aid from the split opened bud. The axis of the bud becomes the stem. What is the principal difference between this part in the bud and the part after the bud has opened? The part of the branch to which the leaves are attached is node. The part between the nodes is internode. Why are the leaves farther apart after the buds open? Is the bud protected from hardships by other means than the scales? The bud contains then an abbreviated branch. Sketch the opened bud which you split indicating the parts.

Buds are of three classes namely *leaf flower* and *mixed.* Leaf buds are found to contain stems and leaves; flower buds contain stems and flowers and mixed buds contain stems flowers and leaves. The extreme *delicacy* of the leaves and flowers while in the bud is perfectly evident on a slight examination. The parts are folded and rolled up in ways resulting in the exposure of the harder parts, while the more delicate are often tucked between or under the stronger parts. Surrounding all are overlapping scales which not infrequently are covered with wax or gum and even bearing hairs, thus resulting in a package impervious to water and more or less of a nonconductor of heat. Elaborate as this is it is none too elaborate; for the severity of our New England winters frequently proves too much for the strength of the bud, killing quite a per cent while they are in the resting period. As we turn from the *protected* to the summer buds of herbs and those found on our house plants, we are brought face to face with a very interesting problem. It is, how have plants in one instance come to grow buds possessing scales and wax while in other instances the *nakedness* of the bud is such as early reveals its exact nature? The reply seems to be that the scales wax etc have resulted from the tendency of plants to *vary.* We are overwhelmed with evidence that no two buds are exactly alike. Some for instance produce more and thicker scales; others produce more abundant wax or wool. Now if the buds on a tree should vary in two directions, part towards growing fewer and thinner scales, while the remaining buds possessed more and thicker scales, we can feel pretty sure which buds would live through the winter. If the poorly protected were

not all killed the greater part of them would be destroyed so that the buds that furnished the branches and leaves the next year would be those that varied towards better protection. The law of *inheritance* holds in the plant world as well as in the animal. Therefore the buds borne on the branches produced by the superior protected buds would show strong tendencies toward being of the better protected sort. If they varied in the direction of insufficiency of protection they would suffer the fate that all insufficiently protected must, that of destruction. It must be evident then that only as buds are suitably protected against *freezing, drying* up because of the winds, being *eaten* by animals, and *mutilation* from ice, can they survive. The elaborate variations found in buds, resulting in protection to the delicate issues, are the results of long years of variations accumulated through inheritance.

31 **RECOGNIZING BUDS** **Make longitudinal sections through one or more of the following: cabbage head onion chinese lily hyacinth tulip bulbs etc. Do you find nodes and internodes? Are the internodes greatly abbreviated? In what respect do these leaves differ from the leaves in the buds examined? In what respect do bulbs differ from ordinary buds? Examine the plumule of a newly germinated pea bean or squash. Of what is it composed? In what way has it been protected? What part of it lengthens? What should you say is the first bud a plant produces? Cut out the "eyes" from potatoes and plant in flower pot. The result should teach one that they are buds.**

32 **STRUGGLE AMONG BUDS** **Examine the buds on any convenient plant as the fuchsia lilac fruit trees etc. Are the buds equally large and vigorous? Do they all open and grow equally well? Which open first and grow into the largest branches? What effect have the buds that develop on the undeveloped? What advantage have the buds in certain positions not common to all? If all buds do not develop what ones are selected.**

Pinch off the terminal bud of some rapidly-growing plant, some that you are growing for instance and study the effect on the axillary buds. Why do the axillary buds begin to grow? If the terminal buds are killed by what means do the branches lengthen?

33 **EFFECT OF PRUNING** **Select four potatoes in early spring as near alike regarding the number and size of "eyes" as**

possible. They must not have been "sprouted" or injured in any way. Obtain two wooden blocks two and one-half inches square with a nail driven through the center of each. On each nail put a potato driving the nail into the potato near the stem. With a sharp blade cut the "eyes" from the top of two of the potatoes (Fig 23). Set them all in a warm place, turning them occasionally that they may be equally affected by sunlight. Sometimes the experiment is performed by cutting off the bottoms of the potatoes in addition to the top and then inserting them a little way into wide-mouthed bottles filled with water. What do the "eyes" do? If the potato were a thickened stem what would the "eyes" be? Can you see any evidence of a leaf scar on the potato? Draw an "eye" indicating anything that bears on the idea of its being a bud. Which buds develop on the pruned potato? What effect has pruning on the lateral buds? Draw the best one of each group. In the topping of trees and the pruning of vines what principles are men utilizing?

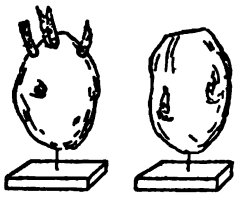

FIG 23

It is a pretty generally accepted theory concerning plant reproduction that a bud exists in some stage of growth in the *upper angle* of all leaves. It is usually as we know visible; at times however nothing can be seen indicating its existence. At such times the growth of the bud has been arrested by *causes* not always known. It appears that far too many buds for existing conditions come into being on every branch. In addition to those suppressed thus early in their career we find from actual count many of the apparently vigorous buds failing to mature. The causes of their failure are in part known. They are from lack of *food* (sap), *sunshine,* sufficient *protection,* and from *contact* with other parts of the plant. *Terminal* buds are so situated that they receive the lion's share of everything most needed. The largest volume of sap flows to the end of the twig. The position is such as to secure most abundant sunshine and at the same time freedom from contact. This *struggle* to live is interestingly displayed in group buds. There is always one that sooner or later begins to gain on the others, however even the chances appeared in the beginning. As one increases in vigor and size the others slow down in their growth coming to a standstill so far as increase in size is concerned. Should the leading bud meet with a mishap the

struggle begins anew among the remaining buds, often continuing until the death of the weaker ones. The persistency of certain buds to develop at the expense of the others results in the characteristic shapes found in trees. It is doubtful if we realize the extent of *fatality* among buds. The following exercise will help us in grasping this important principle:

34 WERE ALL BUDS TO SURVIVE Select in the spring before the buds are opened a year-old shoot or a branch of the like age. How many buds are there on the shoot or branch? How many last year leaf scars are there? Are there the same number of buds and leaf scars? If they are unequal in number how can you account for the difference? Assuming that every bud produces a branch which bears the same number of buds that this shoot produced last year, work out what would be the number of branches borne by this simple twig at the beginning of the sixth year, assuming that no buds were suppressed or killed, or in other words ignoring the laws of struggle and survival. Draw a shoot or branch accurately as in Fig 24 but follow the imaginary growth in a diagrammatic picture as illustrated in the same cut. You may ignore all of the terminal buds. Remember that the shoot or branch is at the beginning of the second year of its life. In counting the age of a twig we say the year begins in the spring. Proceed by representing on your diagram the branches and buds on your shoot at the beginning of the third year; then the fourth, and so on until the beginning of the sixth year of the life of the shoot. Do you find that plants ever attain any such remarkable growth? How many branches do you calculate there would be at the beginning of the sixth year of this plant's life? Can you calculate the number of buds to open during the sixth year?

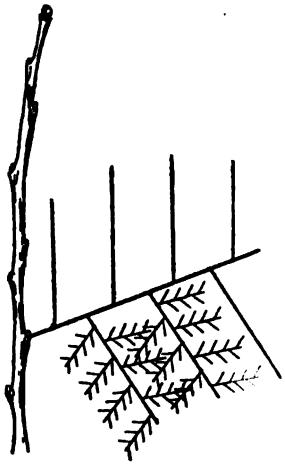

FIG 24

Our trees shrubs and herbs are colonies of *phytons.* As in other *colonies* of individuals there exists *division* of work: by which we indicate that all of the individuals do not perform the same functions. In our plants the lowest phytons

have the duty of producing roots. The branches are groups of phytons whose labor consists in the production of *leaves* and *new individuals*. The new individuals are produced in the form of *buds* or *seeds*.

Evidence that the phyton is a perfect *individual* is easily secured. Some of our commonest and most important practices in growing plants rest for their success on the fact that the phyton is a perfect individual. Only procure for it the suitable conditions and its individuality will be asserted. We are about to have evidence that the *propagation* of plants by "*slips*" or "*cuttings*" is nothing more than bringing the lower phytons into such conditions that roots will be forthcoming. In "*layering*" a phyton is held in contact with the soil until it asserts its ability of producing roots. When men "*graft*" they transfer a phyton (sometimes two or three) from one colony to another. The phyton shares in the food and work of the new community quite as it did in the old not losing however its *identity*. The value of the process lies in fact in the retaining by the phyton of its own distinct individuality although made a part of a community whose characteristics are to some extent different from its own. The same is true in the operation of "*budding*"; the imperfectly developed phytons contained in the bud are transferred to a new colony in hopes that they will develop along the lines of their parents.

FIG 25

35 EVIDENCE AS TO THE NATURE OF THE PHYTON **Examine squash sunflower bean or pea plantlets before the plumule has become noticeable. Examine others where the plumule is opened, and again examine others much older. What changes do the nodes and internodes undergo? Cut from a plantlet the simplest kind of a phyton and draw.**

Gather willow twigs just before the buds open and put the ends into a bottle of water; take pains to put some of the twigs in bottom side up (Fig 25). Set the bottle in a sunny place. Observe them from time to time during the next three or four weeks. Describe what takes place. What do you infer the phyton has the power of producing? What evidence can you give that a node and an internode constitute a perfect plant? Try growing roots on the phytons of ivy and ageratum by the same method.

There are two ways of getting new plants, by seeds and by buds. Under the heading *Germination*, the former method was considered. We will now deal with bud propagation. First perhaps, we ought to know why seed *propagation* is not all-sufficient for our needs. Seeds are often the result of the union of two distinct individual plants (*see Flower and Fruits*) and as such *inherit* some of the traits of each parent. This means then that an embryo will not exactly *resemble* either parent or as the botanist describes it " will not come true." Consequently when one has a choice variety of plant and wishes to get more like it he often cannot rely on the seeds but must make use of the buds to produce the new plant. Then at times the buds are serviceable for several other reasons. Many choice plants i e high bred or natives of warmer climates produce few or no seeds; again a plant may produce plenty of strong healthy seeds but only after years; and lastly it is often to man's advantage to change the habits of a plant;— in all these four cases the bud offers a ready escape from the difficulty. This last use of buds namely changing the character of a plant is so interesting and vital to modern plant .culture that I·must give two or three illustrations. Pear trees are dwarfed by grafting them onto quince trees. At times the branches of ornamental trees and shrubs show a tendency to droop (" *weep* ") so they are grafted onto strong upright trunks. Plums demand rich heavy soil while peaches do nicely on sandy soil. By grafting the plum onto a peach a plum is secured that does well on light soil. One more illustration: A choice plant not hardy enough to live say in New England may by grafting it onto a New England stock become able to withstand the rigor of our New England climate. We see consequently in this fourth employment of buds an opportunity to work out rather astonishing results. Often a plant proves potter's clay in the hands of a skillful plant-culturist. Not that figs can be grown on thistles but figs of decidedly new qualities can be brought in to being by an intelligent manipulation of the conditions that affect the growth of the plant.

In the following experiments you will be shown that bud propagation is carried on by processes known as *layering slipping cutting grafting* and *budding*.

36 LAYERING SLIPPING AND CUTTING Bend to the ground in the fall or spring long shoots of any soft wooded plant cover a node with soil after which place a stone on top. Do not disturb for one or two months. When roots have sprung from the buried portion the shoot can be severed from the parent plant. The following plants are most often layered: grape raspberries blackberries lilac honeysuckle snowball etc.

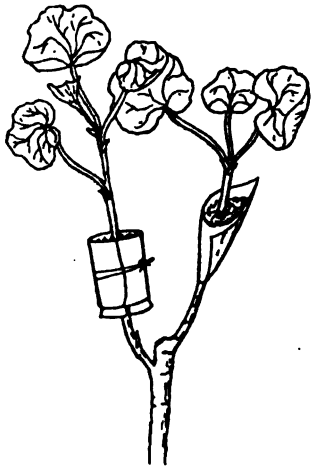

FIG 26

A stem can be made to produce roots that do not layer easily by the following method: Make a hole in a large flat cork a little smaller than the stem to be treated; cut the cork in halves. Now cut a strip of zinc and bend into a circle smaller than cork; open zinc so as to introduce into it the stem of some potted plant — geranium · begonia rubber plant — wound the stem near the earth and at a node then clasp the cork about and below the wound fitting down over it the zinc. Tie if necessary to hold zinc in place. Fill the zinc with soil and keep evenly moist for some weeks (Fig 26). You can tell by feeling when roots have developed so that you can sever the stem below the cork. After severing set out plant in ordinary way. By shaping a cornucopia out of a number of thicknesses of heavy brown paper pinning it about a stem and filling it with dirt (Fig 26) you can succeed without the zinc and cork.

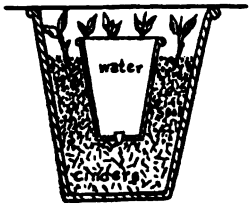

FIG 27 (after Bailey)

Get slips from house plants that are ordinarily slipped. Remove most of the leaves and set out "slip" in moist gravel; cover with glass and keep out of the sun. The three conditions of water, heat, and air can best be regulated in the following way (Fig 27): Fill a large flower pot one-fourth full with cinders, place a small pot after inserting cork in hole on cinders and surround the small pot with gravel. Set out slips around the little pot; fill little pot with water and cover all with window glass. Keep little pot filled

FIG 28

with water and do not place in direct sunshine but in a fairly warm place.

Cuttings and slippings are very much alike, cuttings being made from hard wood while slippings from soft green wood. Gather in late fall cuttings like Fig 28 of some of the following: grape current gooseberry lilac hydrangea rose poplar willow; bury in moist sand or moss in a cool place for some weeks or over winter then set out in moist sand so as to have one or more buds below surface. Keep in shade.

Observe how nature employs the layering method in such plants as couch-grass and strawberries.

37 GRAFTING AND BUDDING In theory any exogen whose bark can be separated from wood can be grafted. While hardwood plants such as apple pear ornamental trees walnut are most commonly selected, herbaceous plants like geraniums begonias coleuses chrysanthemums can readily undergo the operation.

Select one of the above plants and with a sharp blade cut a sloping gash just deep enough to separate bark from wood. Cut from a branch of a plant of the same general kind a piece (cion) bearing two or three buds. Cut the base of the cion obliquely on two opposite sides and place the longest oblique side next the wood of the stem to be grafted (stock) pushing the wedge down into the cut (Fig 29). Be very particular to have the bark of cion coincide with the bark of the stock. Wrap cloth string or grafting wax about the graft (cion). When the cion has grown to stock the wrapping can be removed.

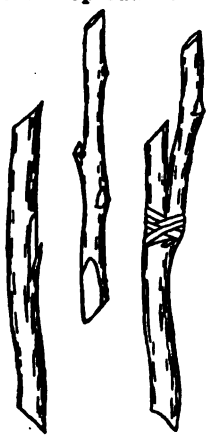

Fig 29 (after Barry)

Peach cherry plum oranges and sometimes apples are commonly budded. This is usually done from July to September.

Cut a bud taking as little wood as possible from one of the above or some potted plant whose bark can be raised and insert it under the bark (Fig 30) of another plant of close relationship. To raise the bark cut it in shape of T as shown in figure. Wrap twine or dried bast about the bud to hold it in place.

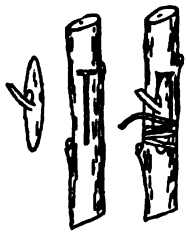

FIG 30 (after Bailey)

38 CAMBIUM LAYER Strip off a portion of the bark of a maple, birch, or elm in the spring about the time the buds begin

to open. You should find a mucilaginous substance between the bark and the wood. Taste of it. This is the cambium layer.

Compare the bark on a young twig with the bark on the main trunk. One is apparently alive while the other is dead. Can you see any reason for the bark cracking? What is meant by bark-bound?

Stems have been grouped into two classes; *endogens* or inside growers, and *exogens,* or outside growers. This grouping and naming was done before accurate knowledge was possessed of the processes of growth. As a consequence the idea expressed by the term endogens does not accord with facts. An effort is being made to substitute for these names *monocotyledons* and *dicotyledons* respectively. When both classes of stems are quite young there is a strong resemblance between them. The resemblance consists in the distribution in the stems of *fibro-vascular bundles.* In the monocotyledons (endogens) the bundles are scattered through the stem without any apparent order as indicated at A in Fig 31. Often the stem is as large when it first emerges from the bud as it ever becomes. When there is an increase in size it is due to the growth of new bundles throughout the entire stem and not in the central portion of the stem as the term endogens would indicate. The monocotyledonous stem therefore retains the general appearance of A in Fig 31 through its entire life except that the bundles become more numerous and closer together about the circumference as the stem ages. When we come to study the development of the dicotyledons (exogens) there is quite a different history before us. As before stated, there is a resemblance between this stem and the monocotyledon in that fibro-vascular bundles are scattered through the stem separated by cells which for convenience we will call pith cells. As indicated in Figure 32 B, there are usually not as many of the bundles in the dicotyledonous stem as in the monocotyledons. Very shortly the behavior of the bundles

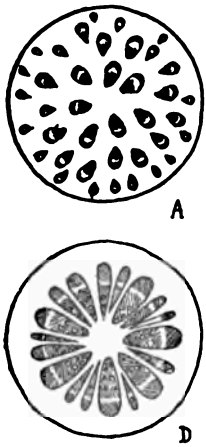

FIG 31

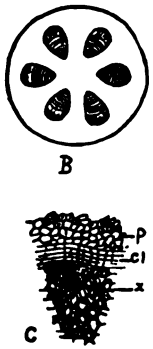

FIG 32

indicates a different order of stems. They are of a different makeup. From C Fig 32 you will learn that there are three classes of cells; the middle group called the *cambium layer* (cl); the outer known by the name of *phlöem* or bark cells (p); and the inner cells called the *xylem* or wood cells (x). The cambium cells are the reproducing cells. As new cells are divided off from them some are pushed out to form the wood cells while others are pushed toward the bark to become the phlöem or bark cells. The fibro-vascular bundles of monocotyledons do not contain a cambium layer and consequently do not increase in size. Right here lies the true distinction between the two stems. While the bundles of a monocotyledon do not increase in size after they are once formed the bundles in a dicotyledon continue to grow larger throughout the entire life of the plant. As they increase in size and become more numerous they crowd one another and come to assume more perfectly the wedge shape. They are in the beginning it will be remembered surrounded by pith cells. The increase in size of the bundles serves to crowd the pith cells closer and closer together until there is little more than a thin layer separating the various bundles and connecting the central mass of pith with the bark outside the bundles. As the bundles come together the cambium layers of the separate bundles come to form a continuous, or nearly so, layer of reproducing cells around the outer portion of the stem as shown by the clear space passing through the bundles in D. This ring of cambium cells produces cells that become wood bark, new cambium cells, and pith. The pith compressed by the bundles is now known as the *medullary rays*. The wood cells are given off by the cambium layer at different rates and of different sizes in climates where the seasons are in strong contrast as in New England. This results in the so-called *rings* of growth. The larger cells are given off in the spring when the flow of sap is more abundant followed by smaller cells during the summer and fall. The alternate layers of large and small cells give the appearance of rings. The cambium layer continues to produce new cells year by year until in some instances the stem becomes of remarkable diameter. This increase in size is in strong contrast to the slight increase in diameter in the monocotyledonous type.

Summing up briefly, the two types of stems are alike when young in that both contain fibro-vascular bundles scattered

through the stem and separated by pith cells. In the monocotyledon the bundles are without the cambium layer and consequently do not increase in size. The stem also fails to become larger after leaving the bud. The dicotyledons on the other hand never cease to grow larger so long as the plant lives. This radical difference is due to the nature of the bundles; in this type the bundles contain a layer of cells that reproduce adding to the group of cells on each side of the growing zone. As a result of the growth of the bundles they come to crowd one another reducing the separating pith to mere plates or rays and at the same time the growing cells form a continuous layer of reproducing cells i e, cambium layer around the outer portion of the stem. We now see that in grafting and budding we bring the cambium layer of the buds and grafts into contact with the same layer of the stock.

39 **MONOCOTYLEDONOUS STEMS** **Procure different sized corn stalks. Break them and observe the tough hanging fibro-vascular bundles. See if you can easily break them. With a sharp blade cut some of the stalks into short pieces and place them in boiling water for an hour or so. You should then be able to make out the fibro-vascular bundles, their relative number from center to edge and the fact that they are separated by pith cells. See if the shell of the stalk is composed of pith or bundles. Where ought the bundles to be to give the strength to withstand winds? The stems of grasses and grains belong to this group; it might pay you to examine them.**

Study cooked asparagus and rhubarb to find bundles. To which class of stems do they belong? Gather plantain leaves and search for the bundles. What are the "strings" we encounter in eating ripe peaches.

40 **DICOTYLEDONOUS STEMS** **Get a cut of a young oak some six inches in diameter with the bark attached. Study it beginning at the center. Make a drawing somewhat diagrammatical indicating the pith, heart wood, sap wood, cambium layer, liber, green cells, cork, and epidermis; also the medullary rays and rings of growth. Examine the bast of the common chestnut. What use is made of bast? What is the history of the medullary rays? By what name are they commonly known? See if you can recognize medullary rays in the wood of furniture. Study cross-section of begonia and lilac stems. Make a short list of plants whose stems place them in the dicotyledonous class. Through what part**

of the stem sap ascends and descends will be brought out in the next experiments.

41 EVIDENCE THAT STEMS CONVEY SAP Make a solution of aniline dye or ink and put into it a rapidly growing green shoot having leaves as corn celery etc. Cut the stem off while holding it below the surface of water. Does the ink ascend? What is one function of the stem? Try inserting the stem of a white tulip in the solution. You should observe that the dye takes certain courses.

Cut a branch from a willow just before the buds open and cut out a portion of the bark (girdle) about one-half inch above the cut end of the branch (Fig 33). Place the cut end in a deep bottle of water and stand in a sunny spot. The buds should open, showing that they obtain the water from the bottle; roots should be produced on the upper side of the girdle indicating that they obtain food from the leaves. No root however, should occur below the girdle because food from the leaves cannot reach that part of the stem because of the girdling.

FIG 33

From this experiment with the willow we are taught why it was necessary to carefully adjust the bark of the cion to the bark of the stock and place the bud between the wood and bark. It was because the elaborated sap returning from the leaves to nourish and build up parts of the plants returns by the cambium layer. If therefore the transplanted buds were to get their food from the new stock they must be in communication with the cells that convey the elaborated sap or the cambium layers.

The experiment furthermore helps us understand how many trees although " rotten to the heart " are yet able to live a vigorous and productive life. In other instances plants broken through the greater part of their stems are yet able to thrive. Nothing is more disastrous to a plant than to remove (girdle) the cambium layer around the entire circumference.

42 MEASURING THE GROWTH OF STEMS Mark off with indelible ink equidistant spaces on the stem of bean squash

sunflower etc. plantlets in the same manner you did with roots. Mark from node to node. Study for several days. Carefully strip down a leaf from an oat or corn plantlet and mark off divisions from node to node. Do you find a difference in place of growth from what you observed in roots?

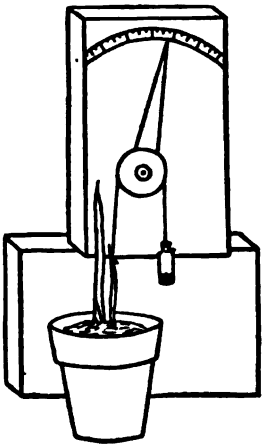

FIG 34

Fit a piece of lead pencil after removing the lead into a small spool (one that twist comes on). Place a small nail through pencil and drive it into center of lower portion of the side of a chalk box. Lay off near top of side an arc having the nail for center. Mark degrees on arc. Now paste a cardboard pointer long enough to reach arc to back of spool (see Fig 34). Place the box on another box beside a rapidly growing plant and carefully attach a thread to the top of a rapidly growing shoot; pass the thread around spool once or twice and then attach to other end of thread a small vial. If the vial does not turn the spool you can add shot to increase its weight. Note where the pointer rests and observe amount of growth from day to day.

Stems cannot be considered always as being above ground. Neither can roots be designated as the organs that are found below the surface of the ground. At times stems are found below ground and roots are produced above ground.

43 **DISTINCTION BETWEEN STEMS AND ROOTS Get a sweet potato and a white potato. Compare them as to the presence of leaf scars and buds. Which contain these organs? What part of plants have leaves and buds? What is the distinction between stems and roots?**

Procure as many of the underground organs of the following plants as possible and decide whether they are stems or roots: spring beauty, rue, and wood anemone, bloodroot, sweet flag, and iris.

To close our study of buds and stems we will collect our different ideas of the growth and behavior of these portions of a plant by working out the history of a branch. But before doing this somewhat difficult task we would better see just how such a history is unraveled; therefore read the following comparing each statement with accompanying branch.

In Fig 35 you will see an apple twig whose history in part is as follows: the twig is three years old but it came into existence four years ago remaining one year in the bud. That is to say this being the spring of 1899, the twig began to form in the bud in the spring or summer of 1895. In the spring of '96 the bud opened and the twig began its independent existence. So we will begin our study with the spring of '96.

The bud opened and the stem grew from A to Y a length of something less than three and one-half inches. There were 11 leaves on the stem when the bud opened but there is little doubt but that 6 of the 11 dropped off early in the summer. Five of the 11 leaves grew buds. Of these 5 only 4 opened (the fifth is still unopened at C) in the spring of '97.

Three of the four produced branches; the fourth was killed (Y). The fourth was the terminal bud so the growth of the stem was continued by the upper right hand bud at F which grew four and one-half inches to D producing 13 leaves and 8 buds. Of these 8 buds but 3 opened in the spring of '98. During the year of '97 the lateral bud at B grew less than three-fourths of an inch while the lateral bud at E opened and grew a very slight amount. During this summer of '97 there were at least 18 leaves and 13 buds. Of these 13 buds however but 5 opened in the spring of '98.

Of these 5 the one at H grew something like 3 inches producing 10 leaves 5 of which dropped off early. Five buds were grown but not more than one would probably have opened this spring of '99. The bud at E opened into a blossom but it is extremely doubtful if it produced an apple. The bud at I opened and grew a slight amount producing 4 leaves and 1 bud. The bud at G opened and grew one and one-fourth inches producing 8 leaves and 5 buds. The terminal bud at D opened and grew six and one-half inches producing 13 leaves and 7 buds. All told there were 37 leaves and 16 buds grown.

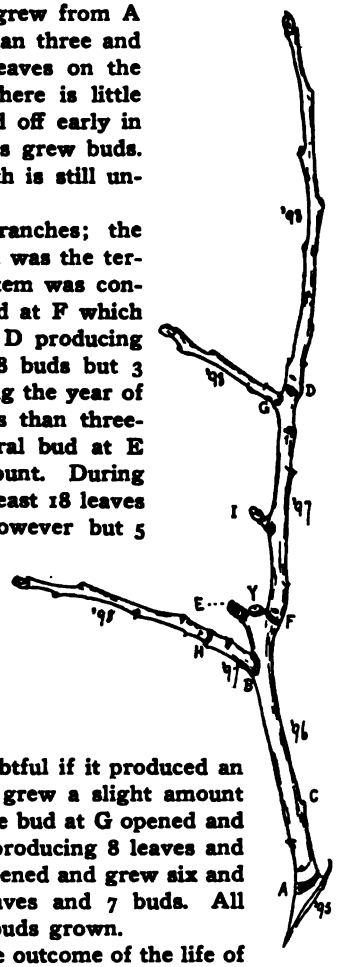

FIG 35

To sum up what seems to be the outcome of the life of this twig this spring of '99 we can say that it has produced some 72 leaves but only 42 visible buds. Of the

42 buds that have attained size sufficient to be counted 7 have developed. Allowing that the four terminal buds would have developed this spring we have 11 out of the possible 72 or 15 per cent. Looking at the subject more closely we can point to but 5 buds or 7 per cent that have actually been of material benefit to the twig.

44 HISTORY OF A BRANCH Get a short horse chestnut, hickory, apple, or fruit tree twig just about the time the buds are opening. Avoid a twig that is more than five years old or one whose history is obscure. Study and draw the twig endeavoring to answer these questions: How many buds has the twig? When did the buds begin to grow? How many leaves were there last year? Examine the scars left by the bud scales. How many buds in all has the twig borne? How many years has the twig been growing? Are there buds on the twig more than a year old? What has been the growth in inches during each year? Has the twig ever borne blossoms; fruit? When? What year did the twig come into existence as a bud?

LEAVES

The function of the leaf is to *chemically* change crude plant food into compounds that ultimately become oils gums starch sugar wood proteids etc. *Starch* is the first visible product of assimilation in leaves; all other compounds found in plants are believed to arise from it. The crude material needed by leaves are *water, salt* from the soil, and *carbon dioxide* from the air. From water and carbon dioxide starch is formed; and from starch as already stated, are formed sugar oils gums wood (cellulose) and even the proteid matter by the addition of nitrogen and sulphur obtained from the soil. The leaf then becomes a very important organ because of the chemical changes produced within its tissue.

45 LEAVES CONSIST OF TWO ESSENTIAL PARTS Gather leaves of such trees as pear poplar oak lilac maple and hickory while they are yet young say in July or August. Boil them for fifteen or twenty minutes in a solution of one tablespoonful of cooking soda or saleratus in a quart of water. Rub the pulp off from both sides by using a soft tooth-brush. If it does not easily rub off reboil; or if the skeleton breaks wait until the leaves are older. Dry between blotting paper. The leaf skeletons may be bleached by placing in strong solution of chloride of lime. The leaf may be said to possess 3 parts (1) petiole (stem) and blade composed of (2) skeleton and (3) thin-walled cells covering skeleton. What part does the skeleton play? What part of stem does the skeleton most resemble? Examine leaf scars on the horse chestnut to see where the fibro-vascular bundles entered the stem. Pull green leaves off and examine closely to find the fibro-vascular bundles that held the leaves to the stem. Hold leaf before strong light to see framework (veins).

46 COMPOSITION OF LEAVES Gather quite a quantity of green leaves and weigh them. Place in a pan and heat them rather hot until they become dry and brittle. Reweigh them. During this heating you have been driving off the water. Now burn them, catching all of the ash which in turn weigh. This ash you will recall, is mineral matter taken from the soil. By burning the leaves you have driven off principally carbon in the form of carbon dioxide. You can now tell in a rough way what fraction of the leaf was water what part was carbon and what was mineral matter.

By recalling the general subject of how plants obtained mineral food it will be remembered that the food was taken dissolved in water by the roots. This water traverses the

entire length of the plant and aside from what is utilized as food escapes by means of the leaves into the atmosphere.

The quantity of water given off by the leaves of trees is far beyond one's estimation. For instance, some one has calculated that a good-sized elm tree when in full leaf has no less than five acres of leaf surface and gives off something like seven tons of water during twelve hours. This is doubtless too high. In the case of the oak Marshall Ward calculated that a tree often bears 700,000 leaves and gives to the atmosphere from June to October 245,000 pounds of water. Realizing this fact one is in a position to sympathize with the opinion that deforesting affects climate. This vast quantity of water is instrumental in obtaining *soil food* keeping the leaves from being *injured* from the hot sun, aiding *chemical changes*, and supplying the needed water as *food*. The giving off of water is not a case of evaporation in the strict meaning of the word; but a process under the control of the plant.

The following experiments will teach that the leaf cannot obtain water from the atmosphere to any vital extent. The water must come by way of the stem and be continuously supplied if the functions of the leaf are to be performed.

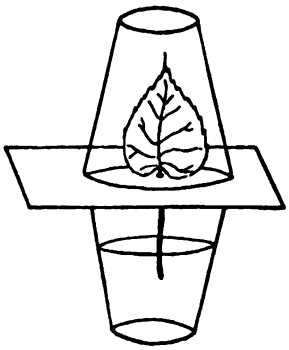

FIG 36

47 LEAVES GIVE OFF WATER

Take four drinking glasses and fill two with water covering each with a cardboard having a small hole in the center. Detach two leaves from a branch and quickly insert the petiole of each in the water by passing it through the hole in the cardboard after the mode seen in Fig 36. Invert over each leaf an empty glass. Place one in sunshine and the other in the shade. The glass containing the leaf in the sunshine should become thoroughly moistened while the other should be quite free from water. Try pressing against a cold window pane the surface of a leaf from a healthy plant.

It is possible to show which side of a leaf gives out the most water by placing watch crystals on either side of a small leaf, holding them in place by rubber bands (Fig 37).

FIG 37

48 QUANTITY OF WATER GIVEN OFF BY LEAVES **Make two holes in a cork and pass through one of them a long piece of small glass tubing. Into the other hole pass the stem of a twig having a number of leaves on it (Fig 38). Insert the cork into a bottle filled with water. The water must rise a few inches in the glass tubing. The cork and holes can be made watertight by allowing a burning candle to drip over it. Place the bottle in sunshine. Does the water sink in the tubing? What has become of it?**

FIG 38

The same fact can more interestingly be shown by placing a plant growing in a small flower pot with saucer into a large paper bag that has been oiled all over to prevent loss of water through it. Bring the top of bag up around stem of plant and tie securely. To water plant push thistle tube or funnel through bag down into soil in pot. Experiment to see how much water is given off by plant in sunshine and then in shade. Estimate loss by weighing. Can you estimate quantity given off in experiment 16?

49 PLANTS UNABLE TO ABSORB THROUGH THEIR LEAVES **Take a branch having leaves from a pear geranium tomato or any plant easily obtained and seal the end of the branch with wax. When the leaves have wilted somewhat immerse them in a dish of water and leave for an hour or so. They should not return to their former appearance.**

The same truth is taught us by taking two plantlets and placing the roots of one in a glass of water while the other is inverted with its leaves in the water. Leave them there for some time.

It was noticed in this last experiment that when the plant lost an excessive amount of water it also lost its *stiffness*. This is very commonly observed in the case of green wood plants. From this therefore we infer that the stiffness, or ability to stand upright in the case of green wood plants is due to water in such quantities in the cells that they are distended (turgid) to such a degree that they resemble a blown up toy balloon. In the case of hard wood plants the stiffness comes from the cell walls which have become very greatly *thickened.*, More than this we know that unless cells are distended with water they are unable to carry on the life processes. The thickened walled cells of hard wood you will recall are dead cells.

50 INFLUENCE OF LEAVES ON AIR Fill two bottles with water and insert into each of them vigorously growing slips of such plants as ageratum house-ivy geranium etc. Invert the bottles in a shallow dish and displace nearly all of the water in the bottles with the breath as in Fig 39, or CO_2 obtained by adding some acid to chalk or shells. The bottles should be filled with the growing leaves and not a single branch as shown in the drawing. Put one of the bottles in strong sunlight and the other in the dark. After a few hours invert the bottles and thrust in a burning match.

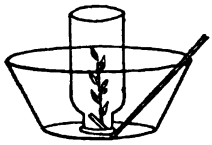

FIG 39

The match should be extinguished when thrust into the bottle kept in the dark while in the case of the other the match should burn as in good air if not more brightly. The breath in the bottle placed in the sunshine is rendered good by the leaves having taken in the carbon dioxide exhaled by the breath and after chemically changing it giving out oxygen.

51 LEAVES AND THEIR EFFECT ON WATER Make CO_2 and bubble it for some minutes through cold water in a glass jar large enough to receive an inverted glass funnel. Agitate all the while. What have you made? Now boil an equal quantity of water to drive off all dissolved CO_2, and when cold fill a glass jar the size of the first with it. Take vigorous slips from some water plant out of an aquarium or from the brook or pond and place inside of the glass funnels. Invert the funnels in the jars of prepared water. Over the open end of the funnels invert (as in Fig 40) test tubes that have been filled with the prepared waters. Place in strong sunshine. Bubbles are given off from the plants in one jar. What becomes of the bubbles? By means of a bent piece of glass tubing or a piece of rubber tubing breathe into the boiled water for some minutes. Then replace the funnel with the plants and invert the test tube. What is the result? After the test tube is partly filled with gas, place the thumb over the mouth and remove it from the jar; then bring the test tube upright and lower into the gas a match with a spark on the end of it. You should detect oxygen. If it had been less rapidly given off what would have become of it? From this experiment what would you infer growing water plants do for the water in which they grow? The water must contain CO_2 that this process shall go on. From where does it come? State the influ-

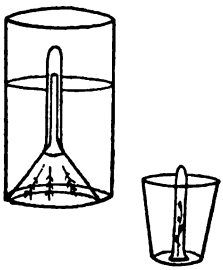

FIG 40

ence on the life of aquatic animals. Now try the effect on the chemical changes by lowering the temperature by adding broken ice to the jar of water. Study closely the effect. The experiment may be performed with the test tube as illustrated in the right-hand corner of the cut.

This interesting process of breaking up CO_2 and the retaining of the carbon while the oxygen is given off is made possible through the agency of *protoplasm*. All protoplasm has not the power of carrying on these chemical changes. A modified form of protoplasm called *chlorophyll* is found in leaves and green stems capable of producing starch from water and carbon dioxide when acted upon by sunshine. The susceptibility of chlorophyll to sunshine is illustrated in the following experiment:

52 INFLUENCE OF SUNLIGHT ON CHLOROPHYLL **Take two or three green leaves and boil them in a test tube of water for a few minutes then thoroughly dry between sheets of blotting paper. Place them in a bottle cover with strong alcohol and cork keeping the bottles out of sunshine. When the liquid is a rich yellowish green fill three vials with it and stopper each. Place one of the vials in strong sunshine, a second in subdued light, and the third in a dark spot. Examine each from time to time. The vial in strong sunshine undergoes the most change in color while the one kept in the dark does not appear to change at all. Again fill two vials with the leaf extract; but boil the solution used in filling one of the vials to drive off all dissolved air. Cork quickly so as to exclude all air. Place both vials in strong sunlight. The unboiled liquid should change much sooner indicating to us that air is essential for the changes that occur in leaves.**

53 INFLUENCE OF SUNLIGHT ON GROWTH **Plant seeds in two crayon boxes. Keep the cover on one all the while and keep both well watered. The plantlet in the covered box will grow very weak and spindling without any chlorophyll apparently being produced; while the plants in the open box do not attain such length they are however rugged and abundantly supplied with chlorophyll. After a few days uncover the crayon box and study the effect of light on the bleached plants. Lay a board on lawn for a few days then remove and account for blanching of grass. Place a potato in a shallow saucer of water in some dark place as in a closet behind boxes. Study the manner by which it seeks out sunshine. Grow seeds in a drawer or cupboard.**

Make a study of the effect of sunshine on the growth of house

and outdoor plants. What position do the surfaces of the leaves strive to assume in reference to sunshine? See if you can cause the branches of potted plants to grow vertical without turning the pots. Do branches of the same age on different parts of a plant vary in length and vigor? Can you reach any conclusion as to the cause? Do the angles of leaves in reference to the branches vary in different parts of shrubs and trees? What about the relative abundance of leaves on the inside and outside of shrubs and trees? Observe the position of leaves and trees that grow in dense groves and compare with the same variety that grow in open fields. What about height and slimness of trees that grow in groves? In case buds are produced on the under side of branches in what position do you find the leaves? What part of the leaf is responsible for the position? Do you know any plants that follow the sun with any of their parts? Look down on young trees and study the arrangement of leaves. What is the behavior of plants that grow away from sunlight in cellars for instance?

The student should be impressed with the details that result in bringing the *chlorophyll* into *favorable* contact with sunshine and air. The position of leaves on the outside of shrubs and trees is the most favorable position for contact with sunshine. When however the plants grow in close groves there is a marked tendency shown for the leaves to cluster and form a crown at the top. Whatever place we find them in they have assumed various angles to the branches that bear them, the position usually being one suited to bring the upper surfaces of the leaves into direct contact with solar energy. Leaves as they grow over one another rarely ever completely obstruct the sunshine.

It is observed too that leaves come to present their broad flat surfaces to the sun's rays; at times even twisting their petioles in order to accomplish this position. What is still more astonishing branches in length and position are materially modified by sunshine. The whole plant is at times so changed in general appearance as a result of scanty sunshine that the characteristics of the species are lost.

How often we see plants grown in corners of rooms or in poorly lighted places, like cellars, spindle out to an astonishing length. It is now pretty well known that the falling of grass and grain is not because of lack of mineral matter in the stock or because a certain fertilizer is used but rather to the *attenuated* growth of the plant in its attempt to reach sunshine in all its parts.

Again, the extreme *thinness* of the leaves necessitates the spreading out of the chlorophyll cells over a large area. The massing of the grains of chlorophyll on the *upper* rather than on the under side of the leaf as indicated by the richer green is another position favorable to the chemical changes going on within the leaf. When we examine the inner structure of leaves the continued *fitness* is evident (Fig 41). The arrangement of the *palisade* cells is extremely *economical;* no other arrangement can be suggested in which so many cells can be brought in a given area into favorable relation with the sunshine as here exists. The chlorophyll itself is in small *rounded masses* whereby much surface is exposed; then again these masses circulate with the cell contents thereby bringing larger numbers of grains and all portions of their surface to the upper and lower ends of the palisade cells. Thus we can say at the upper end sunshine beats upon the grains; while the lower ends of the cells are bathed in *air* in the interstices of the connective cells.

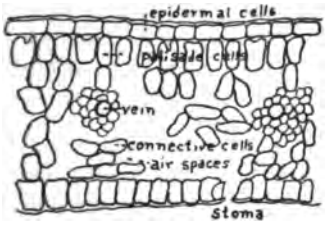

FIG 41

53 EFFECT OF CHLOROPHYLL ON SUNLIGHT **Procure a cylindrical pasteboard box with two covers such as mantles for Welsbach lamps come in and make round holes one-half inch or more in diameter in each cover that exactly correspond. Place fresh green leaves or parts of them between the covers (Fig 42) fitting one cover down over the other. Now look through the uncovered end towards the bright sun. Add more leaves until the last ray of light vanishes. You should see green clearly at all times. Do you get faint suggestions of another color? Remembering that sunlight is composed of rays of different properties which we call violet blue green yellow orange and red, what rays would you say the chlorophyll of the leaf absorbs i e uses in the chemical changes that go on there? What rays apparently does the chlorophyll not use?**

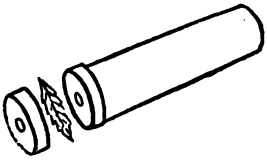

FIG 42

You can separate these different rays of white sunlight by allowing it to strike onto a cut glass dish or onto one of the triangular spangles from a hanging lamp.

A suggestive experiment with colored light on chlorophyll can be performed as follows. Get window glasses cut to slide in the grooves of chalk boxes. Pasting at the corners place a number of thicknesses of blue tissue paper over one of the glasses. Over another place a number of thicknesses of green. A third glass could be covered with red. Put wet moss into the boxes and plant seeds. Place in sunshine and observe from day to day to note any difference in growth.

We have reached now a point where a specific statement concerning the work of leaves can be made. During sunshine CO_2 enters the leaf through the stomata (Fig 43), which are located on the under side of the leaf. The CO_2 passes into the palisade cells and meets here water from the soil. The chlorophyll grains under the influence of sunshine change 5 molecules of water (H_2O) and 6 molecules of carbon dioxide (CO_2) into starch ($C_6H_{10}O_5$), at the same time giving off into the air 12 atoms of oxygen. The change may be thus stated: $5H_2O+6CO_2=C_6H_{10}O_5+O_{12}$. If the symbol of starch is $(C_6H_{10}O_5)$ X as generally believed, instead of $C_6H_{10}O_5$, still this relation would hold; therefore we continue to think of this simple equation as expressing to us the fundamental change occurring within the leaf. This chemical change does not go on when sunshine is withheld. There is however another process in progress at all times which tends to confuse us. Leaves *take in oxygen* and *give out carbon dioxide* quite as regularly as do animals. This process is often called respiration or the breathing of leaves. It will be seen that these processes contradict one another. During periods of no sunshine leaves *absorb oxygen* and *throw off* CO_2; during sunshine the same process continues, but is overshadowed by the first process. The breathing of the plant is never a prominent feature of its life. The exchange between the interior of the leaf and the outside atmosphere goes on very largely by means of the stomata. Through these openings *water escapes* and *oxygen* and CO_2 pass in and out. The

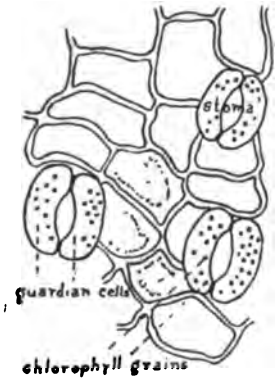

FIG 43

exact working of the stomata is not as yet understood; we simply know that the *guardian cells* open and close the passageway at intervals. Notwithstanding the presence of the stomata to control the incoming and outgoing, there has come to exist on the surface of many leaves wax and hairs. Hairs on the upper surface lessen the intensity of the sunshine; when on the under side they probably prevent the stomata from being stopped up with water very largely in the form of dew. The wax acts also in shedding water leaving the stomata unclogged.

54 LIGHT AND AIR FOR STARCH Attach by pins two flat corks to the upper and under sides of a nasturtium or bean leaf (Fig 44) and set in sunshine for two or three days. At the same time put vaseline all over the under side of another leaf so as to exclude all air from going into the leaf. At the end of the time take the two leaves with another not experimented with and boil for ten minutes in water; then dry on blotters and put into strong alcohol and leave until all the chlorophyll is dissolved. Rinse thoroughly in water and place in weak solution of iodine and leave for half hour. On holding up to the light you should find little starch where the cork was or in the leaf treated with vaseline.

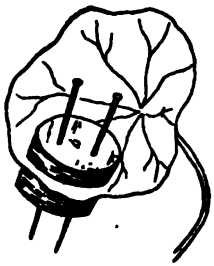

FIG 44 (after Bergen)

55 INDUCED SLEEP Make a black paper bag or ink a white one and lower over an oxalis plant during daylight. State the result. See if a bean plant can be induced to "sleep." Do you know any plants that regularly go to sleep at nightfall? Cover some outdoor clover or wood sorrel plant with a pail at noonday. It should "sleep."

56 VARIATION AMONG LEAVES Gather from a branch of mulberry birch maple poplar grape etc a few leaves that seem to be the exact counterparts of each other. Turn one of them bottom side up on your note book and sketch its outline with a sharp pencil. Place another leaf so that its petiole coincides with the first and trace as before. Does its margin perfectly coincide with the first at every point? Trace a third. What do you conclude about the exact likeness of leaves that appear to be exactly alike? Compare leaves that grow on either end of the branches and those on new shoots with the leaves that grow in the middle

of the branches. Are they alike? Before gathering them see if the cause of the unlikeness can be thought out. Draw a leaf that has widely varied beside a leaf that is representative.

57 PROTECTION OF LEAVES Examine the leaves of mullein geranium life everlasting and swamp alder. Do you find the surfaces of the leaves protected? By what? When the upper surface of a leaf is covered with hairs it is believed that they are protection against excessive heat from sunshine. When the lower side is covered in the same way what is the advantage?

Hold leaves of poplar and cabbage in water. On removing the leaves do you find the surface wet? Why does the water run off? What is the advantage of this covering to the plant?

Examine cactus thistle and thorny locust. Here we see a means of protecting the plant against animals.

Notice that plants by the roadside often develop thorny stems.

The last two exercises are for the purpose of calling your attention to a very important habit of plants. Until one's attention is called to the fact he fails to recognize that no two plants or parts of plant are exactly alike. Even leaves growing side by side on the same plant, as we have just seen fall short of corresponding at all points. This fact to many appears trivial when thus stated but we now know from years of study by such men as Darwin Lubbock and many others, that this habit of varying in time amounts to rather surprising modifications; such for instance as varying means of protection just considered. But more than this plants appear to have gone on varying through long ages some in directions that helped them in getting along in the world, while others in directions that hindered them until the bad variations resulted in the death and extermination of the plants possessing them. We can safely say that the present innumerable varieties of plants came from very much fewer varieties, how many no one knows, and that in the struggle for existence many have totally dropped out of existence.

This is one of the greatest discoveries ever made and you should read in some standard book to become acquainted with the evidence on which the theory rests. You will find that skillful plant-growers are all the time producing new varieties that never before existed. You can get excellent illustrations from the catalogues of leading florists and seedmen.

FLOWERS AND FRUIT

In our study of the flower we shall become interested in a different aspect of plant activity. As we have followed the development of the plant from the seed through the root stem leaf and bud we have, in the main been thoughtful about the growth and activities of the individual plant. Now on the other hand we are to be concerned chiefly with the well being of the race. During the flowering and fruiting periods the plant's whole stock of energy is directed towards producing offspring.

58 RECOGNIZING PARTS Secure as many of the following flowers as possible: apple pear cherry strawberry mustard hepatica wild geranium and tulip. Study the parts as to size shape number and position. Recognize these parts in as many different flowers as you have time. Take one of the flowers say the mustard tulip or apple and draw the parts in two sections, transverse and longitudinal, as illustrated in cuts 45 and 46, labeling the following parts: pistil carpel ovary ovules style stigma stamen filament anther pollen corolla petals calyx sepals perianth receptacle and peduncle. See if on the buttercup carnation tulip painted-cup dogwood and hepatica there is another organ (bract), often a part of the flower, that should be associated with the above.

FIG 45

FIG 46

Evidence is not wanting that the flower is a *modified stem*. The position it bears to the stem, its early appearance, the arrangement of its parts on the receptacle and the general shape and marking of the perianth indicate an abbreviated stem with changed leaves. Perhaps the most pronounced indications of its origin are found in the *transitions* and the *reversions* among flowers. It has already been pointed out that *bracts* are leaves modified in size and color; so much modified at times as to be mistaken for petals. More than this

you have doubtless seen stamens that bear every sign of being modified petals. The pistil furthermore at times is little more than a rolled leaf as in pods. So much for transitions. Reversions are quite often seen where petals are increasing at the expense of the stamens; all double flowers show this tendency. The student should ever be on the lookout for reversions and transitions for by these we are taught much concerning the evolution of the flower. We are taught that the flower is no more a stable and fixed thing than are buds and leaves. The law of life is urging the floral structure through a series of changes that gives the greatest diversity to its form.

59 **NATURE OF A FLOWER** **Examine plants to see where flower buds occur. Can you always distinguish flower buds from leaf buds long before they open? How many classes of buds, grouped according to what they contain, can be made? Examine as many of the following flowers as possible to see the resemblance between the floral parts and true leaves: cactus double tulip white pond lily iris poppy hollyhock trillium geranium double flowering cherry and others that may come under your notice. State carefully the result of your study. What is a bract? Give the name of some of the flowers already studied where the bract would easily pass for sepals or petals.**

The function of the flower is to produce new individuals. Consequently the true flower consists in the *reproductive* organs pistil and stamens. We often mistake for the true flower the brightly colored perianth. In truth some of our choicest blossoms are in a strict sense not flowers at all. They are at best but gaily colored sepals and petals with abortive or imperfect pistils and stamens. Our chief interest in the flower now is in the operations which result in a new individual. After a flower opens a period follows in which the pistil is ripening. At the end of this time the stigma which is usually sticky becomes receptive. During this same ripening period the stamens have been maturing. When they are fully ripe the anthers open and the male cells known as pollen fall out. Some of the pollen grains fall on the adhesive stigma where they begin at once to throw out a tube

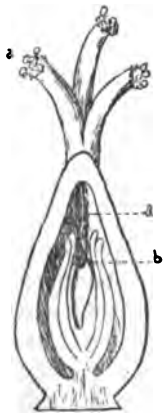

FIG 47
(after Gray)

as shown at *a* Fig 47. This tube grows rapidly down the inside of the style feeding upon the cells as it lengthens. The tip of the pollen tube comes in contact with the female cell *b* in the ovary known as the ovule. As soon as the contact is made some of the contents of the pollen grain passes down the tube and blends with the ovule. The process of *fertilization* has been completed. From now on the fertilized cell (ovule) becomes very active growing larger and dividing into two parts and these two dividing into four and the four dividing into eight and so on. As the number of cells increases they arrange themselves forming the future embryo.

60 CROSS-FERTILIZATION Prof L H Bailey suggests the following experiment: Before the buds of such plants as apple pear etc are open go to them and pull out stamens with a pair of tweezers injuring the bud as little as possible. Then enclose the flower in a paper bag and examine from day to day. When the stigma is sticky or rough carry pollen on a brush or pencil point from flowers of closely related species and put on stigma in bag. Again enclose flower in the bag to keep other pollen from getting on the stigma. After a few days the bag can be removed without fear of other pollen fertilizing the stigma. Mark the stem so that the fruit resulting from crossing may be recognized. A number of flowers should be so treated, for some will fail to amount to anything.

It is now some over a hundred years since a keen observer in Germany began to inquire the meaning of honey odor color and markings in our common plants. In 1787 Christian Conrad Sprengel while examining the wild geranium became impressed with the serviceableness of the hairs at the base of the petals in preserving the nectar from water and at the same time furnishing no obstruction to a visiting bee. From this simple beginning has grown one of the most fascinating studies known to man; namely the *interrelation* of plants and animals. We now feel very sure that the things that make a flower attractive to us are likewise attractive to the lower animals. *Odor honey colors dots bars circles* and *curious* shapes in the majority of instances are of some distinct advantage in securing the visit of animals. Take for instance the presence of honey at the base of a flower; this means that the flower in all probability will be visited by honey-eating insects. The insects will soon learn to distin-

guish this family of honey-bearing flowers and in their search for honey will go from flower to flower of the species. In so doing the pollen of one flower will get on to the pistil of another flower. This is known as *cross-fertilization*. And what will be the result? Sprengel notwithstanding his long and conscientious study of the habit that insects have of visiting flowers failed to discover but half the truth. To him it was perfectly evident that the bee or ant was rewarded by the honey he obtained for all his efforts. But why should a flower continue to store up honey to be as often robbed? This question Sprengel never answered if indeed it ever occurred to him. The question remained unanswered for over fifty years. Charles Darwin in the middle of the last century began a series of experiments lasting through many years which fully explains the conduct of the plants. He found that plants grown from cross-fertilized seeds were *larger stronger* and produced *more offspring* than plants grown from seed resulting from self-fertilization. What will be the effect of this kind of growth in a series of generations? There can be but one effect. In the *struggle for existence* the plants grown from cross-fertilized seeds will in every way outstrip those from self-fertilized. The offspring from the successful plants will inherit the structures and peculiarities of their parents. So that in time a race of plants will be living that has some means of securing cross-fertilization. Without further comment it is evident that Sprengel, Darwin and other students have discovered in this a fundamental law of plant life. The questions in the following exercises will help you see the adaptation in two of our common plants to secure insect visits and the resulting cross-fertilization. You should secure some of the flowers mentioned in the appended list and with the aid of the books work out the adjustment between insect and flower.

61 CROSS-FERTILIZATION OF THE NASTURTIUM (TROPAEOLUM) Examine the flowers of the nasturtium in as many different stages of maturity as possible. What is the position of the stamens when the flower has first opened? What is the position of them when they discharge? Do they all discharge together? What is the position of the stamens with reference to the spur as they discharge? What is there at the bottom of the spur? While the stamens are discharging what is the condition of the pistil? Where do the lines on the perianth lead to?

What is the position of the flower while the productive organs are ripe? From what will the position of the flower protect the honey? What will happen when a bee enters the flower? In what condition is the stigma when the stamens are ripe? Where are the stigmas when ripe with reference to the spur? Can the flower be self-fertilized? Why? Draw a sufficient number of parts to illustrate the method of crossing.

62 WISTARIA Examine the flowers at different stages in order to answer the following questions: Locate the standard, wings and keel. Where are the stamens and pistil? Locate the anthers. Are all of the filaments united? Do the pollen grains and stigma ripen practically at the same time? Where is the honey? In what position will the bee alight when securing the honey? The weight of the bee results in causing what to protude? The bee will be struck where? Is there any modification of the style to prevent self-fertilization? How will it sometimes be crossed? Can it be self-fertilized? Make drawings sufficient to make clear the method of crossing. After you are acquainted with this flower study the garden beans to see in what particulars they resemble one another in adaptation for cross-fertilization.

The works appended to the names of the flowers will aid in the study:

wild geranium	"Reader in botany"	Vol II	Newell . .	p. 2
dandelion	"	"	" . .	118
lady's slipper	"	"	" . .	93
horse chestnut	"	"	" . .	73
lousewort,	"Outlines of lessons in botany"	Vol II	Newell	197
ground ivy	"	"	" "	192
iris	"	"	" "	245
bush honeysuckle	"	"	" "	248
azalea	"	"	" "	50
partridge berry	"Structural botany"		Gray . . .	235
mountain laurel	"	"	" . . .	229
bean	"	"	" . . .	227
locust	"	"	" . . .	226
primrose	"Lessons with plants"		Bailey . . .	239
sweet pea	"	"	" . . .	240
phlox	"	"	" . . .	235
milkweed	"	"	" . . .	243
sage,	"Elements of botany"		Bergen	171

Willow mayflower spring beauty trillium fringed polygala jack-in-the-pulpit common thistle and the lily may be found in "Ten New England blossoms" by Weed.

It must be remembered that the peculiarities resulting in cross-fertilization are the results of the *inherent tendency* in plants to *vary* coupled with the effect of the *environment*. Secondly that these peculiarities are handed down through *inheritance*. Such being the case we must not expect to find in the flower perfect adaptation in all respects to the visiting insect. The life of the plant is a series of adjustments. So far as we know no plant is in perfect harmony with its surroundings. This being so we are not surprised to find in our study of the interrelation of plants and animals bad fits, uncertain means and even useless floral organs. This is not always understood by students. Consequently they feel duty bound to assign a reason for every dot bar and curve.

We will now turn our thoughts to *fruits* dealing with but two ideas, *protection and dissemination* of embryos. First it will be well to recall that the word fruit means something different to the botanist than it means in common usage. To the botanist the *matured pistil* of whatever nature is a fruit. By a matured pistil we have in mind the pistil that has been fertilized and contains therefore an *embryo* or *plantlet*. The embryo is to perpetuate the race but while in the embryonic state is ill-suited to withstand the numerous hardships incident to its growth. Consequently we must interest ourselves in some of the more important *means* employed in protecting the delicate offspring.

63 **PROTECTION TO EMBRYOS Study the shape of the fruit of bean nasturtium pea mustard hazelnut walnut clover etc. You see a strong tendency towards roundness. Examine seeds of rye oat barley wheat apple pear orange lemon raisin etc. Here you find a tendency towards the cylindrical but in both cases we find an avoidance of corners and edges although not entirely absent. In an examination of almond Brazil nut buckwheat peach plum seeds we find sharp edges and corners, but an accompanying hardness that fully protects the embryos. Do seeds in general show a tendency toward dark colors? Secure caraway nutmeg pepper anise seeds. Of what benefit are their tastes and odors to the enclosed embryos? Do you know seeds without some means of protection?**

You will remember that the thought was brought out in germination that the seed contains a plant in the resting period and that plants in that condition are capable of withstanding

great hardships. In the case of seeds we do not know just how much of this seeming indifference to adverse conditions is due to the covering. Certainly not a little. They are found for instance to possess hard resisting exteriors capable of withstanding for a time *moisture oxygen* and extremes of *temperature*. Then it seems very probable that the lack of corners and edges in seeds have reduced the liability of the seeds being broken open before the proper time thereby admitting water oxygen *animals* and *fungi*. The *hardness* of the covering and the food certainly protects the delicate parts of the embryo from many hardships. *Colors* that blend with soil and fallen leaves enable many a seed and the contained plant to escape being eaten. The hard polished surface of the bean is unsuitable for fungi to attach themselves to. Many seeds contain disagreeable or even poisonous compounds that prevent animals from eating them. And lastly the vast quantities of seeds produced can be looked upon as another means of protecting the offspring of the plant. The morning glory produces on the average 3 000 seeds poppy 32 000 thistle 200 000, and some of the orchids as many as 74 000 000. Now when we come to realize that many plants although producing yearly thousands of offspring are not increasing in actual number upon the earth we are impressed with two ideas: there must be a tremendous fatality among the offspring; and secondly the offspring need every possible advantage in the way of protection until such a time as they can care for themselves. The first idea leads to the struggle among plants for existence; the second to the law called *survival of the fittest*. When a thousand seeds are produced and from actual count we find not more than two or three surviving we know that there is a process of *selecting* going on. Two plantlets growing on a spot of ground large enough for but one means that one must die. There can be no question as to which will survive; the one that is the stronger and best suited in every way for the conditions present will win in the struggle. So likewise it is maintained it matters little whether there are 2 or 2000 struggling for a single livelihood, the outcome in each case will be the same; the one best prepared for the conditions, barring accidents, will secure the spot. It is manifest then that protection of whatever nature will be seized upon in the case of seeds by natural processes thereby adding to the chances of the embryo's life.

It is evident that plants are very much crowded and that if the offspring can get away from the parent plant the chances of life are much more favorable so that after *protection* of embryo the *disseminating* of them is of prime importance to the race.

64 DISSEMINATION OF FRUITS Cut an apple or orange in halves cutting at right angles to the stem. Locate the seeds with reference to the pulp. What use do animals make of this class of fruit? Are the seeds eaten? Is there anything that often prevents their being eaten? How do seeds of blackberries and raspberries get disseminated?

Secure the fruit of the milkweed dandelion maple elm etc. Drop them from some height to see if they reach the earth directly under the place from where they were liberated. Try the effect of blowing the seeds.

Make a collection of cockle-burrs beggar-ticks burdocks and other fruits of this nature. Make a study by means of the lens of the method by which these fruits adhere.

Secure the pods of the bean witch hazel pansy jewel-weed or wild geranium. Place them where it is dry. By what method are the seeds scattered?

Throw some sound walnuts and hazelnuts upon the surface of water and record the number of hours they remain floating. At the rate of two miles an hour how many miles would they have traveled? Have you read of seeds that float for long periods?

We can divide the methods by which seeds are *disseminated* into a few classes: (1) such as those that are contained within eatable fruits; (2) those that are blown by the wind; (3) those that adhere to animals; (4) those that are thrown out by the rupturing of the enclosing case; and (5) those that float.

CULTIVATED PLANTS

Each of our cultivated plants has a *history* which at times is as remote in its origin as that of civilization. In other cases the history is truly modern. The adopting of wild plants by primitive people and the care given them as well as the handing on of the adoption is a subject of speculation largely. Not so in the case of more recent acquisitions. You will find in DeCandolle Willis and the essays of Bailey authentic accounts of the discoveries and creations of plants that are every whit as interesting as many biographies of men. To guide you in your search the following questions are offered.

65 HISTORIES OF PLANTS Make a list of plants which you know by sight used for food shelter raiment medicine fodder and ornament.

Select some of the most useful of the above that are under cultivation and look up their histories. Take for instance corn potatoes apples oranges roses etc and discover answers to as many of the following questions as possible:

1 **When first used and by whom?**
2 **Is it known today in the wild state?**
3 **In what way and how much has it been changed by man?**
4 **What are its nearest relations?**
5 **Its present use and importance?**
6 **Difficulties encountered in growing it?**

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CONNECTICUT SCHOOL DOCUMENT

No 12—1908

(WHOLE NUMBER 313)

Danbury normal school

Correspondence courses

1908

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October 1908

CORRESPONDENCE COURSES

In connection with the normal training school at Danbury, the state board of education offers to the teachers of this state several courses of instruction by correspondence.

Students who enter upon any of these courses will be enrolled as nonresident students of the school and their names will appear in the annual catalogue.

PURPOSE

This nonresidential connection with the normal school is intended for

1 teachers who desire to study a particular subject under direction

2 teachers who wish to prepare themselves to enter the normal school as resident students and complete the course in a shorter time than is regularly required

3 teachers who are preparing for the examination for the state certificate.

PLAN OF WORK

Lesson papers containing assignments of work, references, directions, suggestions, and questions will be sent to the student. By means of these the student prepares the lesson, making use of all available helps. After preparation the recitation paper is written without help, and mailed to the school. When the student has not access to necessary books they will be loaned from the normal school.

The recitation paper will be read, corrected, and returned to the student with criticisms and suggestions as soon as possible after the paper is received. Another lesson paper will then be sent. Whenever several teachers in the same locality are pursuing the same subject, conferences may be arranged between instructors and students.

In general it is intended that each course shall cover the same ground that is covered by classes in the normal school. The number of recitations in any subject in the courses for

resident students may be found by referring to the Normal School catalogue. A single lesson in the correspondence courses usually covers the work of several recitations for resident students.

Courses Offered

AMERICAN HISTORY

For the course in American history about forty lessons have been planned. Lists of references are given on the topics assigned and the work is so planned as to require a considerable amount of reading.

CIVIL GOVERNMENT

The course in civil government will consist of twenty lessons on the following topics

1 Necessity of government; early forms
2 Constitution of Connecticut and of the United States
3 Comparison of powers of state and national government
4 Local forms of government, county, town
5 Taxes, local and national
6 Election of officers, local and national
7 Representative government.
8 Courts, local and federal
9 Common legal documents; common terms, legal and political
10 School laws

DRAWING

This course embraces the principles of the essential lines of work best adapted to school uses. Illustrations will be sent with the text of each lesson, and will suggest the type of work to be desired in answering the requirements of the lessons.

At the close of the course, if students have had the requisite amount of practice, a thorough knowledge of teaching principles, as well as an executive knowledge, will have been acquired.

The course consists of twenty lessons, distributed as follows:

Free hand drawing, for representing things, as to their form, proportion, and true appearance, — ten lessons

Mechanical drawing, for geometrical accuracy, plans, working drawings, and space arrangements, — five lessons

Design dealing with applied ornament and construction, — five lessons.

This course will be augmented by special lessons if desired after the series of twenty lessons have been completed.

A certificate is awarded.

ELEMENTARY ENGLISH

The correspondence work in elementary English consists of about forty lessons, equivalent to twenty weeks' work in the normal school. The course includes work in punctuation, capitalization, paragraphing, sentence construction, use of dictionary, writing of simple descriptions, narrations, letter-writing, and a review of some parts of English grammar.

GEOGRAPHY

The correspondence course in geography will consist of twenty-five lessons and prescribed reading. This course is written from the point of view that geography is mainly a study of the location of places and things useful and interesting.

Many subjects contribute to a breadth of knowledge of geography that are not geography, such as history, astronomy, geology, botany and other sciences. Although commonly included in text books, these ought not to obscure the main idea, which is location. This idea will include not only the grand divisions of the earth, rivers, mountains, plains, winds, currents, etc., but will include the location of natural resources such as minerals, lumber, crops, and manufactured products and transportation.

Some basis of determining what to locate is necessary in order that trivial and unimportant things may not be emphasized. A common sense basis would be to find out what things children would probably find useful in after life, and emphasize such facts, leaving obscure matters to be looked up as occasion required. A well educated citizen should know the leading geographical facts of his own locality, state and country, somewhat in detail, and of other countries in general. The large and important things should be learned before the smaller, lest confusion result and the perspective be warped.

LITERATURE

The work in literature consists of about forty lessons. The authors studied are Burns, Stevenson, Shakespeare, Emerson, Whittier, Hawthorne, Bryant, Irving.

PENMANSHIP

The purpose of the course is to improve the penmanship in the public schools. The plan for accomplishing this is to improve teachers' handwriting and methods of teaching. The course consists of ten lectures and lectures on methods. Copies, consisting of letters, words and movement exercises, are supplied, with directions for practicing.

With every alternate lesson specimens from pupils are to be sent in. These will be criticised and the proper methods for correcting faults will be given.

PHYSICS

The course in physics is elementary. It consists of thirty-two lessons and deals with such common phenomena as are necessary to an understanding of what is commonly called physical geography.

A box containing necessary apparatus is sent prepaid to each student. This must be returned when the work is completed.

The following is a list of the lessons and their subjects

Cause of liquid pressure
Liquid pressure independent of direction
Transmission of liquid pressure
Buoyancy
Specific gravity
Atmospheric pressure
Uses of atmospheric pressure
Siphon
Compressed air
Heat and its sources
Temperature and thermometer
Effects of heat — expansion and contraction
Effects — changes of state
Evaporation and condensation
Conduction of heat
Convection
Radiation of heat
Cold
Heat and mechanical energy
Review

PSYCHOLOGY

A course in psychology is provided for those only who have successfully completed at least three other courses.

ADMISSION

Any person over eighteen years of age engaged in teaching or expecting to teach in any public school in this state may be admitted to the correspondence courses. Entrance blanks will be sent upon application to the principal.

CREDIT

Nonresident students will receive credit for courses satisfactorily completed. The courses described in this pamphlet offer the equivalent of one year of resident work. Students successfully completing the entire list will be admitted to the senior class of the Danbury normal school.

The normal school diploma will be granted to all who satisfy the requirements of the training department.

STATE CERTIFICATE

All students who have satisfactorily met the requirements of any correspondence course will receive credit for preliminary papers and examination in that subject in the requirement for the state certificate.

RESIDENT PRACTICE

The practice teaching, for which all other work is preparatory, requires residence at the school and is given only under supervision in the public schools connected with the normal school.

The study of method, consisting of observation of teaching and discussion of principles, cannot be undertaken by nonresident students.

For further information, address

J R Perkins

Principal of normal school Danbury

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1908

CONNECTICUT SCHOOL DOCUMENT

No 14 — 1908

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Outlines of English courses for high schools

1908

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October 1908

PREFACE

There is a marked difference in the Connecticut high schools in regard to the approximation to the ideal of English instruction, viz, the attainment of correctly spoken and written English and of an appreciation and love for good literature. Of the schools with successful English departments, three have been selected and courses of study written out in detail as examples of methods whereby satisfactory work has been accomplished. It is hoped that these illustrations may serve as suggestions to other schools.

The outlines were prepared by their authors on short notice, at the request of the state high school inspectors. That for the Connecticut literary institution, at Suffield, is by Miss Kathrina Mode Davis; for the Killingly high school, by Miss Louise W Danielson; and for the Bulkeley high school, by Mr. Frederick Wm Edgerton.

KILLINGLY HIGH SCHOOL DANIELSON CONN

General Remarks

The course of study outlined below is merely a representative one, as changes must frequently be made in it to suit the needs of the particular class; the order in which the books are read, and even the books themselves, being frequently varied.

The aims in our English work are

1 Understanding and appreciation of the books read, looking toward the cultivation of a love of good literature.

2 Development of the power of clear thinking.

3 Ease and clearness of expression in writing.

We do not reach all these ideals, but they are not so high as to be impossible of attainment.

The Course in Detail

Freshman Class Five hours a week

I Reading — three or four hours a week.

The chief aim is to get the thought of the story or essay clearly understood. Most of the books chosen are stories in prose or verse.

a Scott's "Ivanhoe". With this the elements of plot-construction are studied.

b Macaulay's "Lays of ancient Rome". This is read when the class are beginning Roman history, and the customs of the early Romans as well as their religious ideas are noted. The study of meter and rhyme is begun.

c Irving's "Sketch book"— selections. Descriptive essays as well as stories are included in these selections, and lead up well to the teaching of descriptive writing.

d Lowell's "Vision of Sir Launfal", read in June.

Selections from the poems are memorized.

II Rhetoric — twice a week first half, once a week second half — textbook Lockwood & Emerson's "Composition and rhetoric," part i

a Review of English grammar.

b Review of punctuation.

Spelling lessons are given frequently.

III Composition work.

Simple narration and description, letter-writing. Written work once a week, either in connection with the rhetoric or with the books read. Myths are told by different members of the class once a week and retold by the hearers.

Sophomore Class Five hours a week

I Reading — three or four times a week.

a Scott's "Lady of the lake". Further study of plot, characters and meter. Figures of speech.

b Selections from the "Roger de Coverley papers", especially studying the character of Sir Roger.

c Coleridge's "Ancient mariner". Study of diction.

d George Eliot's "Silas Marner". Continuation of study of plot and character development.

e Shakespeare's "Merchant of Venice". Read twice — once for plot, once for characters.

Selections from the poems are memorized.

II RHETORIC, — once a week first half, twice a week second half. Text-book Gardiner, Kittredge & Arnold's "Manual of composition and rhetoric," part ii, omitting letter-writing, also the chapter on exposition in part i.

This includes the study of words, taken up with "The ancient mariner", the sentence and the paragraph. Many exercises are written. Spelling lessons are frequent.

III COMPOSITION.

The class writes once a week on an average, in connection with the rhetoric or the reading. Exposition is studied and the making of outlines taught. Hereafter an outline must be handed in with each theme.

JUNIOR CLASS Five hours a week

I READING, three or four times a week.

a Dickens' "Tale of two cities". Study of plot and character continued.

b Goldsmith's "Deserted village".

c Shakespeare's "Julius Caesar". Studied much like "Merchant of Venice," only in a more technical way.

d Carlyle's "Heroes and hero-worship". Outlines are made of these essays. A sketch of the life of each hero is given as a special topic.

e Selections from Tennyson's "Idylls of the king". These are studied for the legendary story and for the poetry. Selections from the poems are memorized.

II HISTORY OF AMERICAN LITERATURE. Text-book, Painter's "Introduction to American literature". The text-book is closely followed and selections from the authors read.

III COMPOSITION.

Longer themes are required about once in two weeks. Some work is done in the development of the paragraph. Expositions and character sketches are written.

SENIOR CLASS Five hours a week

I READING, three times a week.

The books in the college requirements for careful study are read, viz:

a Macaulay's "Life of Johnson" or "Essay on Addison". An outline is made of the essay, the peculiarities of style studied, and the truth or falsity of Macaulay's statements discussed.

b Milton's minor poems. Study of the different kinds of poetry represented, and of the allusions and style. Selections are memorized.

c Burke's "Speech on conciliation" or Webster's "First Bunker hill oration" and Washington's "Farewell address". This is read when part of the class are studying United States history so that the facts referred to are fresh in their minds.

d Shakespeare's "Macbeth" ("Julius Caesar" in 1907-8). This play is studied as intensively as possible for pupils of this age. Selections are memorized.

e Chaucer's "Prolog" or "Knight's tale" or both. The old forms are studied only enough to bring out the meaning. The customs of the times and Chaucer's power of description and narration are emphasized.

II History of Literature. Text-book, Tappan's "England's literature". Talks are given by the teacher and selections from the authors read. The characteristics of the various periods are especially dwelt upon.

III Composition.

Longer essays are written than in previous years, at longer intervals. In connection with the oration, argumentation is studied and an argument written. A character sketch on some character in the play and a book review are two other forms of essay required.

Outside Reading

Throughout the course eight books a year are required to be read, selected from lists made out for each class. Each list contains about one hundred books, and duplicates are kept in the public library for reference. They are classified under fiction, poetry, history, etc., and no pupil is allowed to choose more than four of his eight books from any one class. Outlines of these books are handed in to the teacher. We use "A brief outline of the books I have read", published by Hinds & Noble.

The lists are carefully graded to suit each class, books that are beyond the pupil's comprehension when read alone and books that have no intrinsic interest for him being carefully avoided. He is encouraged to give his honest opinion of the books read, and advised to choose the kind he likes. Books not on the list are accepted only by special permission from the teacher. Books from the school library are loaned to pupils from out of town.

This scheme has been very successful in arousing an intelligent interest in reading, as is proved by the comments made in the note-books and by the fact that pupils select their library books from these lists during the summer vacation.

SUFFIELD LITERARY INSTITUTE

It would seem from the fullness of expository material here presented, that the reader should be saved any preliminary explanations. At the risk, however, of seeming prolix, a few points should be made clear at the outset.

First, in respect to the amount of space, it will be noticed that the freshman year programme has been given much more in detail than any other. This fact does not imply that freshmen do more work than other classes; but they do more kinds of work, to the end of securing interest and breadth. More careful planning, therefore, is required.

Secondly, it should be remembered that although "college texts" are given in the first two years, their study as masterpieces is distinctly subordinated to the composition work. The main effort of the literature work of the first two years is not to cover a fixed amount of literature but to form good reading habits. To ensure their better comprehension, the books are repeated as review work in the junior year.

Thirdly, throughout the course it will be observed that no formal apportionment of periods has been made. None is practiced, partly because of the value to our school of an elastic programme. Every teacher is aware that a difficult subject can be developed with much more benefit to the class if taken up on consecutive days.

It is hardly necessary to mention that in originally planning the course many valuable suggestions have been received from other high school programmes and such publications as the Report of the Harvard English examiners. But it is a pleasure to add that the chief help has been derived from the students themselves. A few minutes' talk with them often sheds light upon a problem not solved by any pamphlet. Finally, all English teachers will know that this programme is not of course in its final form, but subject to change as will suit the varying "nature and circumstances of the object."

FRESHMAN YEAR Five times a week

Hitchcock's *Practice-book*
Buehler's *Practical exercises*
Macaulay's *Lays of ancient Rome*
Scott's *Ivanhoe*

The aim of the first year's work in English is to develop in the student ease of expression, with some degree of accuracy, and to train him to enjoy good books.

The constant effort is made to keep the student interested. The average freshman conceives of English as an extension of ever-despicable English grammar, with but little relation to everyday life: while story books are a fairy-land to which teachers would presumably bar entrance. To remove these misconceptions and to build up a real appreciation of the value of English training, emphasis must be constantly placed upon the practical.

FIRST TERM Fourteen weeks

During the first term, pains are taken to develop self-confidence in the individual. The class begins with the first chapter of Hitchcock's *Practice-book*—simple exercises, oral and written, in narration and exposition, taken up slowly, until the students have gained some power to talk and some notion of the form of a theme. Then the composition work is reduced to two periods a week; one for a preliminary theme, which is discussed in class and rewritten from suggestions there brought out,—one for the formal theme, to receive the instructor's written criticism and to be corrected or rewritten therefrom. Theme corrections at first are confined largely to eliminating flat ideas and faulty phrasing. Class criticism is favorable as well as unfavorable. Original versions are always required to be handed in with the corrected or rewritten version.

The remaining three periods a week are spent in such technical drill as will tend to weed out the commonest mistakes in sentence-structure before they are confirmed by theme-writing. For this work Part ii of Hitchcock's *Practice-book* is used, with supplementary sentences from students' themes. Pains are taken to avoid "catchy" sentences, but great stress is laid upon the stating reasons for correction clearly.

Meanwhile, ostensibly to relieve the monotony of technical drill, the teacher occasionally reads aloud some very short and simple poem, such as an old English ballad. After one reading, a few explanatory sentences are given, then the poem is reread. A little talk with the students follows,—is the poem interesting or not, and why? If time prevents, the children write little notes expressing their opinion, which are always faithfully read, as they indicate the mental scope of the class. But students are *never* asked to write themes based on the poems read. The real aim, therefore, in doing this reading is to get the children so used to the swing of verse when it is read aloud, that they will look for rhythm when they themselves read poetry; and to get them accustomed to the difficult poetic order of ideas.

By November, if the class is sufficiently advanced, the plan of work changes slightly to admit reading Macaulay's *Lays*. This work calls for two prepared recitations, and consists of reading and discussion, with as little study of notes as possible. In class, students are asked to paraphrase orally at sight a great deal. Some short impromptu paragraphs are written as exercises in retelling the story. No attempt is made, however, to cover a definite amount of text in a given time, the aim being rather to get the pupil to read with enjoyment to himself. And the work is postponed or omitted if the class is not ready.

Of the remaining three recitations, one is wholly devoted to the criticism of themes, with illustrative readings, and two to technical drill.

In addition to the above regular literature work, one recitation every

three weeks or one in two, if the class is not reading the *Lays*, is devoted to the "Book club meeting." In this recitation students present oral reports of books read *for pleasure* during the preceding interval. The aim of this work is two-fold: to develop in the student the power to talk intelligently when standing before the class, and to lead him gently to a *voluntary* selection of good books.

No attempt is made by the teacher to influence the selection of books *beforehand*. Freshmen are very wary at first of any book recommended in the class-room. The student chooses his own book from the town library, and reads it at his leisure, jotting down on a card notes of the points he would like to bring out in talking to the class. He also writes a little "review", or page theme on the plan of a publisher's notice, in which he tries to answer such questions as eager boys and girls put to the friendly librarian. Apparently casual conversation between students and teacher, at the preliminary meeting, determines the specific nature and order of these questions. These "reviews," after being corrected for technique, are placed in a binder at the library for other Book club readers to consult.

The "meeting" is opened by the teacher's taking a seat somewhere in the body of the class-room, and requesting someone to begin. The student called upon then rises, faces the class, and speaks from his card, giving his "review" to the teacher. At the close he remains standing, to answer questions put to him by members of the class. These questions are almost invariably good, for the students are much interested: but any tendency to put time-wasting queries can be quickly checked by counter-questions from the teacher. After a short discussion, the teacher asks the class to state what defect in the talk was indicated by the questions. At this point, too, comes the opportunity to exert direct influence as to the choice of books. A few courteous but well-aimed questions by the teacher will go far to leading the student to make a more careful selection next time. Much help has also been given here by the junior librarian, who is always ready to expend time and pains in helping students to select books. Of course, however, the teacher must do some similar reading himself, for one cannot direct the "meeting" successfully without showing the class that one is thoroughly at home in a Henty world. Moreover, students and teacher may have casual chats when the latter can easily drop a wise word or two regarding an interesting story. Usually three or four books can be discussed at one meeting. So far students have shown a real enthusiasm for this work, not only by a careful preparation, but by earnest solicitation to "have it soon." The review here reproduced, that of a thirteen-year old girl whose class average is between 80% and 85%, is typical: —

SARA ANDREW SHAFERS *The Day Before Yesterday.*
THE MACMILLAN CO.,
London, 1904.

This story deals with the life of a young girl. It is a book which both boys and girls would enjoy. It is written in the past time and the place is called the Village of the Day before Yesterday.

The principal characters of the story are: Rachel, a doctor's daughter full of mischief; the doctor, loved by the village; his wife, also loved; Tita, the children's nurse who is the ruler of the household, and Dick and Daffy, Rachel's younger brother and sister. The story turns on Rachel's scrapes.

I like the story because it is different from most of the stories now.

Winter term Twelve weeks

The plan of work during the middle term is essentially that of the fall, the effort being to lead the student to take pains.

The technical drill is from Buehler's *Practical exercises,* and covers the use of articles, formation of noun plurals, use of pronouns, tenses of verbs, and distinctions between more commonly confused nouns. Two recitations a week are given to this work, one being the regular prepared lesson for the day, the other sight work on the day for the formal theme.

Composition work comes twice a week as a prepared lesson, one exercise being corrected in class, the other, the formal theme, being handed in to the teacher for written criticism, — thus leaving one period free for drill mentioned above. The composition work covers description and letter-writing (Hitchcock iv, viii-ix).

The literature work this term consists of continued Book club meetings, and the comfortable reading of Scott's *Ivanhoe.* The aim of the latter work is not to teach the book, but to get the student into the habit of reading intelligently and of liking to talk about books. Sometimes students are asked to keep "three-cent notebooks" in which they jot down while reading, the two most important incidents of each chapter read. In class they are always asked to give reasons for their choice, and constant pains are taken to show appreciation of these when stated. The instructor's opinion is occasionally expressed, but only with supporting reasons. Simple impromptu themes are occasionally given as supplementary exercises in description and story-telling. Personages in the story are talked over somewhat, not with any attempt at character analysis, but with a view to forming a clear-cut impression of each personage as a whole. The work of the term covers from half to two-thirds of the book, according to the ability of the class.

Spring term Ten weeks

The plan of this work is that of the preceding term, but with emphasis upon the need of accuracy. Technical drill from Buehler covers distinctions in commonly confused verbs and adjectives, the use of tenses and the subjunctive mode. Composition work (Hitchcock) continues, with argumentation and review exercises. The reading of Scott's *Ivanhoe* is completed, and the Book club work ends about the middle of the term.

As a result of this year's work, freshmen are expected to be able to write easily, clearly, and painstakingly. Formal outlining is not taught to freshmen, as the practice of making a definitive outline seems to check spontaneity in them. With their first composition work in the fall, however, they are led to see the need of making for themselves some general plan before writing, and this idea is increasingly emphasized. From the very first, too, an effort is made to teach them how to criticise their own completed themes, by spending an occasional period in correction of each others' themes. Such corrections are always, of course, prefaced by the careful discussion by the class of one theme, after which the teacher oversees, with hints, individual written corrections made by students.

By the end of the year each notebook should contain at least fifteen themes corrected by the student after class discussion, and twenty themes rewritten or corrected after written criticism by the teacher. Notebooks should also contain important dictated matter, such as explanations of knotty technical points, or definitions of terms to be learned, — narration, exposition, description, argumentation, refutation, fallacy, paragraph, plot, climax, hero, villain, humor, pathos, simile, metaphor, coherence, unity.

SOPHOMORE YEAR Three periods a week

Buehler's *Practical exercises*
Keeler and Adams's *High school English*
Addison's *Sir Roger de Coverley papers*
Scott's *Lady of the lake*

The aim throughout this year's work is to develop in the student the habit of reaching out beyond the obvious, — in composition, to give him such a training as will equip him with methods for later work, and in literature, to lead him to read with understanding. In general, the recitations are about equally divided between class discussion of text and theme-discussions.

It will be noticed that sophomore composition work begins with exposition rather than narration or description. Experience seems to show that sophomores in the first flush of their glory put more zest into work which is obviously different from that of the freshman year. Moreover, by deferring narration and description till the second half-year, students gain the definite ideas of structure necessary for advanced work. Furthermore, the literature of the second half-year constantly affords passages which can be used to drive home the principles underlying effective description or narration.

FALL TERM Fourteen weeks

The special aim of the work of the term is to teach the student to be thorough. As a preliminary, sharp technical drill from Buehler is given, partly review, partly advance exercises in word discrimination. The purpose is three-fold, — to avoid taking up any new work in English at a time when the class is battling with unfamiliar geometrical concepts, to freshen their minds regarding common mistakes in sentence-structure, and to show at once the quality of work demanded. Meanwhile, the class have been reading the *De Coverley papers* outside, in preparation for a previously-announced written lesson on the entire book, to come at the end of the drill. The purpose of this test, which is, of course, very simple, is to ascertain the commonest difficulties met by the class in a casual reading.

The regular work of the term then begins. In composition, with Keeler and Adams as the text-book, the aim is to cover choice of words, qualities of a good sentence, outlining, exposition, and a little argumentation. Outlining is first developed by class blackboard work, using some *De Coverley* paper as a basis; later, students outline for themselves selected important papers, such outlines counting as regular themes. The exposition includes practice in making definitions, comparisons, and contrasts; paragraph development; book reviews; school essays and orations. Late in the term argumentation is begun, with the simpler Keeler and Adams exercises, and training in expanding separate supporting propositions for a given question. Briefs and actual debating are deferred to the next term. The Book club meetings are continued throughout this year, pains being taken that each meeting include one or two reports on books from the recommended reading explained below.

The literature work is the study of Addison's *De Coverley papers*. The aim is to teach the students some notion of structure, and recognition of humor as a quality of style. Two recitations a week are usually given to this work. Supplementary themes are assigned occasionally, chiefly exercises in description.

In addition to the regular text work, in 1908 sophomores will be given a list of twelve books for recommended reading. If these seem too easy, it should be remembered that the overwhelming tendency in making such

a list is to include too many books entirely unsuited to the grasp of a fifteen-year-old boy. Books have been chosen not for their seemliness upon a printed list, but for their power to induce a thorough-going boy to seek other good books.

Partial list of books for sophomore recommended reading

Essay — Warner's *Backlog studies*
History — Lanier's *Boy's King Arthur*
Biography — B T Washington's *Up from slavery*
Drama — Sheridan's *The rivals*
Poetry — Lowell's *Vision of Sir Launfal*
Longfellow's *Hiawatha*
Riley, Stevenson, Field, Kipling (selected poems)
Fiction — Scott's *Kenilworth, The talisman*
Dickens's *David Copperfield*
Hughes's *Tom Brown's school days*
Prince's *The strongest master*

WINTER TERM Twelve weeks

The aim of the winter term's work is to arouse in the student some sense of individual style in what he reads and what he writes. The composition includes argumentation completed, description and simple exercises in versification. Descriptive themes include landscapes, scenes of action, character sketches and descriptions from both fixed and moving points of view. Versification exercises include the usual scansion drill, and the writing of rhymed verses on simple subjects. Ten-minute impromptu themes are frequently required, based upon the text read; while prepared themes are based chiefly upon the experience of the student. The Book club work continues as in the previous term.

In literature, the *Sir Roger de Coverlcy papers* are completed, and the first three cantos of Scott's *Lady of the lake*. In the latter work, considerable practice in oral paraphrasing at sight is given, and in reading aloud. The constant effort is to get the student to form clear-cut mental images and definite reasoned opinions. Students are required to memorize selections chosen by themselves and approved by the instructor. Figures of speech are taught in connection with the text. Recommended reading is continued on the same plan as for the preceding term.

SPRING TERM Ten weeks

The aim of the work this term is to round off ragged edges. Composition covers letter-writing and narration, the letter-writing being chiefly review. The narration is a decided extension of the freshman work, concluding with a well-constructed six-page story from the student's own experience. Book club meets but twice this term. In literature, the *Lady of the lake* is completed, the work continuing on the lines of the previous term. Recommended reading is continued as before.

As a result of this year's work, students are expected to write with ease, force, and thoughtfulness. Considerable theme-correcting is done in class, with the aim of developing the student's own power of revision. At the end of the year, each notebook should contain twenty corrected themes or themes rewritten after class discussion, and fifteen corrected or rewritten after receiving the instructor's written criticism. Notebooks are called in twice a term, to ensure final re-correction by students. During this year students are expected always to bring "three-cent notebooks" to class, to contain important dictated matter to be learned, such as definitions of the terms purity, clearness, simplicity, plagiarism, surprise,

suspense, contrast, setting, climax, plot, sub-plot, episode, incident, emphasis, harmony, redundance.

JUNIOR YEAR Three periods a week

"Reading and practice" texts.

The aim of the literature work this year is to develop appreciation of the qualities of style, and power to formulate individual critical opinions. The year's work consists in reading with appropriate care the "college texts," as a basis for informal class discussion. Throughout the year, increasing emphasis is laid upon analysis of plot, of characters, of style. Pains are always taken to allow room for varying views. In every case, students are required to read the book through, before any class discussion is held. This method of attack ensures an intelligent general impression as a working basis. Optional reading is recommended, to the number of twenty books, of the range indicated by the partial list below.

The aim of the composition work is to enable the student to give effective and individual interpretation of the books read. Frequent impromptu themes are given on subjects closely related to the books read: prepared themes, fewer in number, call for more constructive thinking. Considerable practice is given to students in framing orally questions for themselves, on the text, and in writing at sight, in a given time, answers to specific questions framed by the teacher. The Book club is discontinued; but in its place, students are required to deliver three-minute "special topics" on subjects suggested by the teacher, relative to the class work. These special topics are prepared beforehand as a formal theme and criticised as such by the teacher. The student, however, speaks only from a few notes on a card. The power to do individual work is also furthered by the plan of leaving one of the required books to be worked up chiefly outside. Special topics, covering the principal points of the book selected, are given, upon which they prepare notebooks. This notebook work is made the basis of final discussion. This plan is not adopted as a time-saving device, but because it is believed that students should be taught a method of working up a subject alone. At the end of the year each notebook should contain at least twenty short themes written impromptu and corrected after class discussion, and ten formal themes corrected or rewritten after the teacher's written criticism; beside the individual topics. No written reports are required of the optional reading.

Partial list of books for junior optional reading

Essay — Mitchell's *Reveries of a bachelor*
History — Prescott's *Conquest of Peru*
Biography — Grant's *Personal memoirs*
Drama — Shakespeare's *Midsummer night's dream*
Poetry — Palgrave's *Golden treasury* series i (selected poems)
Tennyson's *Enoch Arden*
Browning's *The glove, How they brought the good news from Ghent to Aix*
Fiction — Stevenson's *Kidnapped*
Blackmore's *Lorna Doone*
Thackeray's *Henry Esmond*
R H Davis's *Van Bibber and others*
F H Smith's *The tides of Barnegat*

SENIOR YEAR Four times a week

"Study and practice" texts

The year is devoted to a careful analysis of the matter, structure, and style of the books prescribed for "Study and practice". The aim of the literature work is to stimulate the student to make what he reads his own, to establish his own standpoint, and to appreciate the peculiar style of an individual author. The aim of the composition work is to develop power to use easily and correctly, difficult sentence-types, — the balanced, the periodic, the long complex; and to condense while preserving both substance and emphasis.

In reading prose, the specific aims of class discussion are to train the student to look for the salient features of the matter read, to lead him to form the habit of arranging his ideas in some sort of perspective, and to apprehend the peculiarities of the style studied. Important notes are asked for, but the absorption of notes is a minor feature. These aims are furthered by the composition work, which consists in daily preparation of sentences summarizing consecutively the paragraphs included in the day's lesson, in correction of the previous day's sentences, in occasional ten-minute exercises, and in class development from week to week of a topical outline on the text read.

In reading Milton, the specific aims are to get the class to understand the thought and to like the poetry. To these ends much oral paraphrasing is asked for, and reading aloud. Note-work, alas, is a constant necessity. Composition work consists in class construction of outlines of *L'allegro, Il penseroso,* and *Lycidas,* and expository paragraphs based on these and *Comus.*

In reading drama, the specific aims are to lead the student to see the inter-relations of the play or masque, and to trace for himself the development of characters. Composition work consists of short expositions. In reading both Milton and Shakespeare, considerable practice is given in writing carefully framed answers to dictated questions of the examination type, with criticism.

In addition to the regular composition work explained above, each student is required to deliver, during the year, at least one special topic, of three to five minutes in length, the subject of which must be related to the work in hand. And in addition to the regular literature work, optional reading is again suggested for the first two terms, twenty books out of fifty being the standard for the year. The range of the books is indicated by the partial list below.

At the end of the year each student is expected to have a fair idea of the historical period of each author, his famous contemporaries, and their lines of work; a thorough grasp of the form and content of the text read; and some power of discrimination. No fixed time is allotted for the review of English grammar; but a thorough drill upon selected difficult points, with exercises in spelling, is inserted from time to time. In the same way students are taught the terms of rhetoric, prosody, argumentation, and poetics. Each theme-book should contain dictated historical outlines, outlines made by the students of lives of authors, topical outlines, developed in class, corrected summarizing sentences, at least ten short expository themes, and three formal themes, one for each term.

Partial list of books for senior optional reading

Essay — Thackeray's *Roundabout papers*
History — Larned's *Seventy centuries*
Biography — Lodge's *Alexander Hamilton*
Drama — Phillips's *Ulysses*
Poetry — Palgrave's *Golden treasury* series ii (selected poems).

Arnold's *Tristram and Iseult*
Wordsworth's *Ode on intimations of immortality*
Fiction — Austin's *Pride and prejudice*
Eliot's *Romola*
Churchill's *Coniston*
Thackeray's *Vanity fair*
Mitchell's *Hugh Wynne*

BULKELEY SCHOOL NEW LONDON CONN

FIRST YEAR ENGLISH COMPOSITION

The course in first year English composition here presented, is designed for one year's work of four periods (45 minutes each) a week. It is to be followed by American literature (and composition) in the second year; by English literature (and composition) in the third year; and, by college preparatory English in the fourth year.

While in the first year emphasis is placed on the composition work, nevertheless considerable time is devoted to literature. The appended lists of "Monthly reading" and "Home reading" explain in themselves the literature work of the initial year.

Although the mechanical rules get marked mention in this outline, they do not form the major portion of the work. They are, however, the foundation on which the real composition work is built. In a word, the outline is but an application of the rules for unity, coherence, and emphasis, to the theme, the paragraph, and the sentence. Added to this is the use of the topic sentence as paragraph foundation.

The plan of this outline is to limit the length of the theme to one paragraph until the subject of description has been finished. And even then it is well not to have the theme more than two paragraphs in length. There is, however, one exception. It is the long, or yearly theme. This theme has a minimum length of eight hundred words. It has to be done in outline first, and then in finished form. The subject of the theme is chosen from the general reference work done by the pupil at the library. The theme in finished form is handed in at the end of the school year.

The ordinary theme work is done both in class and at home. It consists of daily exercises in theme writing; the theme for the moment being an exercise in the rule then studied. Every theme handed in has to be written in ink.

Whether the theme be written or oral the pupil is required to form complete sentences. Especially in oral recitation is this demanded. Every answer must be a complete sentence, and must include the idea of the question.

In this outline, the rules, etc., are written out more or less briefly as far as topic seven. From then on the topics alone are given. They seem clear enough to be readily understood.

The writer would call attention to one or two books on the subject of composition. The teacher of composition in the high school will find a very helpful text in Professor H G Pearson's "The principles of composition" (D C Heath & Co). Of recent books on composition, Charles L Hanson's "English composition" (Ginn & Co) meets the demand for a sensible, practical text. It makes an excellent book for first year work.

The outline, which follows, is intended to be not final, but suggestive:

I We begin with the study of the theme.

a Definition of a theme.
b Mechanics of theme writing.
1 Materials, title, indenting, margin, folding, superscription.

We begin with the study of the theme. A theme is a written composition. It should consist of one paragraph, and be about one hundred and fifty words long.

The necessary materials for theme-writing are theme-paper, a good pen and penholder, a bottle of black ink, a blotter, and an ink eraser. The title should be placed in the middle of the blank space at the top of the theme-paper. The first line of the paragraph should be written on the top line, and should be indented about an inch to show the beginning of a paragraph. The margin on the left must be kept blank for corrections. When the theme is finished it should be folded from left to right, and creased in the center. On the top line of the folded side should be placed the title of the theme. This should be followed by class, name of pupil, and date, each occupying a line.

II For the present we say that the theme shall consist of one paragraph.
- *a* Definition of a paragraph.
- *b* Unity, coherence, and emphasis — definition of each, and application of each to paragraph structure.

For the present we say that the theme shall consist of one paragraph. And a paragraph is a group of sentences telling about one main idea. In order to have a well constructed paragraph we must conform to the rules of unity, coherence, and emphasis. Unity requires that all the sentences tell about the main idea, or subject. Coherence requires that all the ideas be arranged in their natural order. Emphasis requires that the important ideas be made prominent.

III Next we turn to the study of narration.
- *a* Definition of a narration.
- *b* Narration by
  - 1 retelling closely (stories, jokes [oral]).
  - 2 condensing (important facts — outline)
  - 3 expanding (topic sentence — its use)
- *c* Stories from pictures.
- *d* Point of view and impression.
  - 1 Use of topic sentence and sub-topics

Next we turn to the study of narration. A narration is a story in words. By retelling closely and in our own words some story we have heard we get practice in narration. If we do this orally we make the work more effective. Then we take up retelling by condensing. We learn to retell our stories by omitting the details. And gradually we come to see that the ideas retained in the condensed form are the important facts of the story. From this we recognize the framework or outline of the story. From retelling by condensing to retelling by expanding, is an easy step. In place of omitting the details and retaining the important facts, we start with one important fact given. To this we have to add the details. The important fact we express in a complete sentence. This sentence, because it contains the main thought of the paragraph, we call a topic sentence. And we always use a topic sentence as the first sentence in a paragraph.

We turn to such a picture as "Grandpa," by Charles E Proctor (Art amateur facsimile) for topic-sentence suggestion. From this we get the following: 1 "Alice is interested in watching her grandfather make smoke rings"; 2 "Grandfather enjoys making smoke rings for little Alice." From the first we can get a narration by adding the details of the idea of Alice's interest. While from the second we can develop a story by taking grandfather's enjoyment as our main thought.

Before leaving the subject of narration we study point of view and

impression. The former we define as the place (real or imaginary) from which we view anything. And impression is the effect a story has on the reader. For a topic sentence we take: "I had plenty of fun at the circus." The point of view is real, and that of a boy. The impression the writer wishes to make on the reader is that of fun. We write the topic-sentence, and then put beneath it a numbered list of details that make up the fun. To construct the paragraph we take the topic sentence as the first sentence, and then form one additional sentence from each numbered detail. We call the topic sentence in the outline a main topic, and the details are sub-topics. From now on every theme (one paragraph) must have an outline consisting of one main topic and several sub-topics. Every main topic must be a complete sentence.

IV After narration we consider description.
- *a* Definition of a description.
- *b* Point of view.
- *c* Description of
  - 1 an object
  - 2 a place
  - 3 a person

After narration we consider description. A description is a picture in words. It is necessary in writing a description to consider the point of view. The picture we get will vary with the place from which we view the object. We write the description of an object, a place, and a person. There are five steps in writing a description, viz.:

1 Choice of an interesting object (place, or person).
2 Choice of the point of view.
3 Selection of the main topic.
4 Selection of the important details.
5 Writing the description.

For an object we use a roque mallet; for a place, Stratford-on-Avon (in the familiar picture); and for a person, "Head of a Moor" (Walter Satterlee's picture of that name; Art interchange colored sup.

V We started our work with the idea that a theme was a written composition of one paragraph. Let us make a new definition so that we may consider themes of greater length.
- *a* Definition of a theme.
- *b* Steps in the preparation of a theme.
  - 1 Choice and limitation of subject
  - 2 Collection of material
  - 3 Making of outline
  - 4 Development of outline
  - 5 Revision of theme

We started our work with the idea that a theme was a written composition of one paragraph. Let us make a new definition so that we may consider themes of greater length. A theme is a group of paragraphs telling about one main idea. There are five steps in the preparation of a theme: 1 Choice and limitation of subject; 2 Collection of material; 3 Making of outline; 4 Development of outline; 5 Revision of theme.

We must choose a subject that is interesting, and one we know something about. And it must not be too broad or too vague.

There are four ways of collecting material, viz.: thought, observation, discussion, and books.

The steps in making the outline are: 1 Choice of a definite subject; 2 Choice of point of view; 3 Selection of main topics; 4 Selection of sub-topics; 5 Revision for unity, coherence, and emphasis.

The following rules will help us to secure unity and coherence in main and sub-topics.

Unity requires that all the main topics shall tell about the central idea, or subject of the theme.

Coherence requires that all the ideas in the main topics shall be arranged in their natural and logical order.

Unity requires that all the sub-topics shall tell about the main topic under which they come.

Coherence requires that all the ideas in the sub-topics shall be arranged in their natural and logical order.

By development of outline we mean writing the theme. We must take care to get a good beginning, to secure emphasis (by position and space), and to have a good ending. A few rules for emphasis will help us at this point.

Emphasis by position means to put the important ideas in the important places in a paragraph, or in a theme. The important places in a paragraph are the first sentence and the last sentence. The important places in a theme are the first paragraph and the last paragraph.

Emphasis by space means to devote more space to the important ideas than to the others. In a paragraph it means to write more sentences about the important idea than about the others. In a theme it means to write a longer paragraph about the important idea than about the others.

When the theme is written we must revise it for errors in spelling, grammar, punctuation, capitalization, and paragraphing.

VI For our next topic we take "The Use of a library."

- *a* Study of particular uses of important encyclopedias, dictionaries, and books of general or special reference.
- *b* Study of card catalogue, and decimal classification with work at the public library.
- *c* Miscellaneous references in
  - 1 Bartlett's "Familiar quotations"
  - 2 Brewer's "Reader's handbook"
  - 3 Warner's "Library of the world's best literature"
  - 4 Encyclopedias
  - 5 Card catalogue
  - 6 "Poole's index"

For our next topic we take "The Use of a library." First of all we study the particular uses of the encyclopedias: Britannica, Johnson's, Chambers's, etc, and then we consider the dictionaries: Century, Standard, Webster's, etc. The card catalogue and decimal classification we study carefully in detail at the public library. And then we do reference work covering the special reference books: Bartlett's, Brewer's, Warner's, the encyclopedias, the card catalogue, and Poole's index.

VII It is now necessary to study the paragraph more carefully.

- *a* Definition of a paragraph.
- *b* Essentials of a good paragraph.
  - 1 Unity 2 Coherence 3 Emphasis
- *c* Development of the isolated paragraph.
  - 1 Use of the topic-sentence
  - 2 Development by
    - i repetition ii proof iii illustration iv details v definition
- *d* Use of introductory, transitional, and summarizing sentences.
- *e* Related paragraphs.
  - 1 Introductory, concluding, transitional, and amplifying

VIII The third important kind of theme is the exposition.
- *a* Definition of an exposition.
- *b* Its use in school work.
- *c* The chief kind: essays and orations

IX A paragraph is a group of sentences telling about one main idea. Let us study the sentence.
- *a* Definition of a sentence.
- *b* Kinds of sentences.
  - 1 Loose 2 Periodic 3 Balanced
- *c* Essentials of a good sentence:
  - 1 Unity, coherence, emphasis, and euphony.

X The fourth, and last, important kind of theme is the argumentation.
- *a* Definition of an argumentation.
- *b* Paragraph development by proof.

XI Just as we studied the sub-division of the paragraph, namely the sentence, so we must study words as the sub-divisions of a sentence.
- *a* Definition of diction.
- *b* Qualities of good diction:
  - 1 Purity 2 Propriety 3 Precision

XII As an application of the theme work let us study letter-writing.
- *a* Study of parts of a letter.
- *b* Practice in letter writing, including actual mailing.

XIII Now we turn to the subject of poetic forms.
- *a* Definition of poetry.
- *b* Classes of poetry: epic, lyric, dramatic.
- *c* Versification.
  - 1 Definition of verse, stanza, rhyme, rhythm, meter, and foot.

XIV Of the figures of speech we study four important kinds.
- *a* Definition of figures of speech.
- *b* Figures based on resemblance:
  - 1 Simile 2 Metaphor 3 Allegory 4 Personification

MONTHLY READING

The student is required to read the book during the month assigned. In the early part of the succeeding month he must write a paper on topics based upon the book read.

1 The courtship of Miles Standish — *Longfellow* — Sept
2 Julius Caesar — *Shakespeare* — Oct
3 Merchant of Venice — *Shakespeare* — Nov
4 The tale of two cities — *Dickens* — Dec
5 Silas Marner — *Eliot* — Jan
6 The house of seven gables — *Hawthorne* — Feb
7 Pilgrim's progress (part i) — *Bunyan* — March
8 Alexander the great — *Plutarch* — Apr
9 Gulliver's travels — *Swift* — May

HOME READING

From the list of books marked "Home reading" the student is to choose one book each term. The book selected is to be read during the term. Near the close of the term, at a time previously announced, the student will be required to write a paper on topics based upon the book. In this way the student is required to choose and read during the school year three of the books in the list.

1 Stories from Homer — *A J Church*
2 First jungle book — *Rudyard Kipling*
3 The blue flower — *Henry Van Dyke*
4 Huckleberry Finn — *Mark Twain*
5 Tom Brown at Rugby — *Thomas Hughes*
6 Treasure island — *R L Stevenson*
7 The Hoosier schoolmaster — *Eggleston*
8 John Halifax, gentleman — *Mulock*
9 The man without a country — *E E Hale*
10 A little journey in the world — *C D Warner*
11 Arabian nights

SECOND YEAR ENGLISH — AMERICAN LITERATURE

This course in American literature forms the second year's work in the scheme of English instruction mentioned in the first paragraph of the preceding "First year English composition." The work can be done in three periods (45 minutes each) a week. No regular assignment of theme work is noted in the plan, but about one-third of the time is devoted to theme writing both in class and at home. The theme material is found in the literature. There is a long, or yearly theme as in the first year. This theme is first mentioned in November or December. It is submitted to the teacher's inspection in outline at the end of the winter term. The finished form is due the latter part of May. The theme subject must have some relation, or connection with the literature of America.

The pupil begins his study of our literature with the outline of 17th century events in history and literature, both in England and America. When the work in the outline, including the added quotations, is learned, the pupil begins to read selections from the works of Capt John Smith. Thus he reads in turn the writings (or important portions) of each American writer in the 17th century. Occasionally, when writings of an author cannot be had in shape for class use, the teacher reads a representative selection, and the pupils take notes, retelling the selection as a theme exercise. The other two centuries are studied in the same way. The course is essentially a reading course. The only use of a text-book is for the study of the life of a writer.

The list of books read is appended in a list called "Class work." It seems necessary to explain that numbers eleven, twelve, and fourteen (the "Leaflets") are in the Riverside edition (Houghton, Mifflin and company).

Care is taken to see that the work of one century is kept separate from that of the others. In this way it is an easy task to place a writer by his century even if the dates of his birth and death are forgotten.

Besides the reading and the theme writing, much memorizing is done. Particularly is this true of the writings in the 18th and 19th centuries. A guide to passages for memorizing is Bartlett's "Familiar quotations."

Speaking of quotations, the ones given in the century outlines are in each case taken, by permission, from Professor Barrett Wendell's "A literary history of America" (Scribners). The teacher of American literature can find much of interest and worth in this book.

It would seem well to have each pupil learn the list of significant dates in American literature. Such a list may be found in Eva M. Tappan's "A short history of America's literature" (Houghton, Mifflin and company). But more important than this are the selections (at the back of the book) from the early 17th century American writers. Most of these selections cannot be had in any other form for class work.

There is appended to this outline, together with the "Class work", the list of second year "Home reading". The list explains itself.

The whole scheme of second year work as here given is intended to be, as is the scheme of first year work, suggestive and not final.

1600 — 1700

ENGLAND

History		*Literature*	
1603	James I	SHAKSPERE	1564-1616
1625	Charles I	Ben Jonson	1574-1637
1649	Charles I executed	Francis Bacon	1561-1626
1649	Cromwell, Protector	MILTON	1608-1674
1660	Charles II	John Bunyan	1628-1688
1685	James II	DRYDEN	1631-1700
1689	William and Mary		

The time of Shakspere and Milton is "a period marked by spontaneity, enthusiasm, and versatility."

"History and literature alike, then, have shown us an England of the 17th century wherein the great central convulsion of dominant Puritanism fatally destroyed a youthful world, and gave us at last in its place a more deliberate permanently different new one."

AMERICA

History		*Literature*	
1607	Jamestown	John Smith	1579-1631
1620	Plymouth	Bay Psalm book	1640
1630	Mass Bay	Anne Bradstreet	1612-1672
1638	Harvard	Michael Wigglesworth	1631-1715
		William Bradford	1500-1657
		John Winthrop	1588-1649
		New England primer	1687
		Samuel Sewell	1652-1730
		COTTON MATHER	1663-1728

"In history and in literature alike, the story of the 17th century America is a story of unique national inexperience."

"There is no need for further emphasis on the commonplace that lack of experience does not favor literary or artistic expression."

1700 — 1800

ENGLAND

History	Literature	
1702 Queen Anne	Pope	1688-1744
	ADDISON	1672-1719
	Steele	1672-1729
1714 George I	Swift	1667-1745
	Defoe	1661-1731
	Novelists	
1727 George II	Richardson, Fielding	
	Sterne, Smollett	
	JOHNSON	1709-1784
1760-1820 George III	Boswell	1740-1795
	Goldsmith	1728-1774
	BURKE	1729-1797
	Gray	1716-1771
	Cowper	1731-1800
	Burns	1759-1796

"So far as literature is concerned, then, this century seems more and more what the commonplaces of the school-books call it, a century of robustly formal tradition; rational, sensible, prejudiced, and towards the end restless; admirable and manly in a thousand ways, but further, if it may be, from the spontaneous, enthusiastic versatility of Elizabethan days than was the period of Dryden."

AMERICA

History	Literature	
1701 Yale	JONATHAN EDWARDS	1703-1758
	Boston News Letter	1704
	BENJAMIN FRANKLIN	1706-1790
1744 War between England and France	Otis, Lee, Henry — orators	
	Thomas Jefferson	1743-1826
	George Washington	1732-1799
1746 Princeton		
1749 Penn. University	The Federalist	
	Hamilton	1757-1804
1754 King's (now Columbia)	Jay	1745-1829
	Madison	1751-1836
1765 Stamp Act		
1770 Boston Massacre	Hartford Wits.	
1773 Boston Tea Party	Dwight	1752-1817
1775 Lexington — Concord — Bunker Hill	Trumbull	1750-1831
	Barlow	1754-1812
1776 Declaration of Independence	Freneau	1752-1832
1787 Constitution adopted		
1789 Washington, First President		

"So, for want of any memorable literature during our early years of independence, our literary historians have been glad to treat our elder public men as men of letters too."

1800 —

ENGLAND

History

1760-1820 George III
1812 War with U S
1820-'30 George IV
1830-'37 William IV
1832 Reform bill
1837-1901 Victoria
1901 Edward VII

"Broadly speaking, up to the time of the Reform Bill, the English literature of the 19th century expressed itself in a body of aspiring poetry, and in the novels of Sir Walter Scott; and since the Reform Bill decidedly the most popular phase of English literature has been prose fiction."

Literature

Lake poets
- Wordsworth 1770-1850
- Coleridge 1772-1834
- Southey 1774-1843

Romantic poets
- Scott 1771-1832
- Byron 1788-1824

Lovers of beauty
- Shelley 1792-1822
- Keats 1795-1821

Essayists
- Lamb 1775-1834
- De Quincy 1785-1859

Realist
- Jane Austen 1775-1817

Reform bill

Novelists
- Dickens 1812-'70
- Thackeray 1811-'63
- George Eliot 1820-'81

Essayists
- Macaulay 1800-'59
- Carlyle 1795-1881
- Ruskin 1819-1900
- Arnold 1822-1888

Poets
- Robert Browning 1812-1889
- Tennyson 1809-'92

AMERICA

History

1797 John Adams (2d Pres.)
1801-'09 Jefferson (3d Pres.)
1804 Burr-Hamilton Duel
1806 Noah Webster's Dictionary
1809-'17 Madison
1812 War with England
1817-'25 Monroe (1823 Monroe Doctrine)
1825-'29 John Q Adams
1829-'37 Jackson
1837-'41 Van Buren
1841-'45 Harrison — Tyler
1845-'49 Polk
1849-'53 Taylor — Fillmore
1853-'57 Pierce
1857-'61 Buchanan
1861-'65 Lincoln
1865-'69 Johnson
1869-'77 Grant
1877-'81 Hayes
1881-'85 Garfield — Arthur
1885-'89 Cleveland
1889-'93 Harrison
1893-'97 Cleveland
1897-1901 McKinley
1901- Roosevelt

Literature

First Am novelist
- Charles B Brown 1771-1810

Father of Am lit
- Irving 1783-1859

First famous novelist
- Cooper 1789-1851

First great poet
- Bryant 1794-1878

Minor Knickerbocker school
- Drake — Willis — Halleck

Trancendentalists
- Emerson 1803-1882
- Thoreau 1817-1862
- Hawthorne 1804-1864

Cambridge poets
- Longfellow 1807-'82
- Lowell 1819-'91
- Holmes 1809-'94

"Burns of New England"
- Whittier 1807-1892

- Poe 1809-1849
- Webster 1782-1852
- Lincoln 1809-1865

"It is only during the 19th century — the century of nationality — that America has brought forth literature."

CLASS WORK

All work handed in must be written on theme paper in ink. No theme will be accepted that is seriously faulty in penmanship, spelling, grammar, punctuation, or division into paragraphs.

The teacher will regard knowledge of the books as less important than ability to write good English. The student is expected to make the finished theme a copy of the revised "first draft".

1 The settlement of Virginia — *Smith*
2 History of Plymouth plantation — *Bradford*
3 Autobiography of Franklin — *Franklin*
4 Declaration of independence — *Jefferson*
5 Farewell address — *Washington*
6 Selected essays from sketch book — *Irving*
7 The last of the Mohicans — *Cooper*
8 Thanatopsis and other poems — *Bryant*
9 Selected essays — *Emerson*
10 Twice told tales — *Hawthorne*
11 Leaflets — *Longfellow*
12 Leaflets — *Whittier*
13 The raven, other poems and tales — *Poe*
14 Leaflets — *Holmes*
15 The vision of Sir Launfal — *Lowell*
16 The succession of forest trees — *Thoreau*
17 Bunker hill oration — *Webster*
18 Gettysburg address — *Lincoln*

HOME READING

From the list of books marked "Home reading" the student is to choose one book each term. The book selected is to be read during the term. Near the close of the term, at a time previously announced, the student will be required to write a paper on topics based upon the book. In this way the student is required to choose and read during the school year three of the books in the list. As a substitute for the written test mentioned above the student may, by consulting the teacher, prepare a theme based upon the book read. The subject, content, and length of the theme, must first be presented in an outline for the teacher's approval.

1 Knickerbocker history of New York — *Irving*
2 The deerslayer — *Cooper*
3 The spy — *Cooper*
4 Essay on manners — *Emerson*
5 House of seven gables — *Hawthorne*
6 The courtship of Miles Standish — *Longfellow*
7 The autocrat of the breakfast table — *Holmes*
8 Innocents abroad — *Mark Twain*
9 The story of a bad boy — *Aldrich*
10 The ruling passion — *Van Dyke*
11 The lady or the tiger? — *Stockton*
12 The Hoosier schoolmaster — *Eggleston*
13 A house boat on the Styx — *Bangs*
14 Being a boy — *Warner*

CONNECTICUT SCHOOL DOCUMENT

No 15 — 1908

THE NEW YORK PUBLIC LIBRARY
ASTOR, LENOX AND TILDEN FOUNDATIONS

(WHOLE NUMBER—316)

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

WILLIMANTIC CONNECTICUT

Twentieth year

1908–1909

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

Rollin S Woodruff *Governor*	New Haven
Everett J Lake *Lieut-governor*	Hartford
George M Carrington	Winsted
William G Sumner	New Haven
Edward D Robbins	Wethersfield
William H Palmer	Norwich

Asahel J Wright *Chief clerk* Hartford

OFFICE

Room 42 Capitol Hartford

November 1908

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NORMAL SCHOOL CALENDAR 1908-1909

		1908
School year begins	Tuesday morning	September 1
Thanksgiving recess begins	Wednesday night	November 25
Thanksgiving recess ends	Monday morning	November 30
Christmas recess begins	Thursday night	December 24
Christmas recess ends	Monday morning	January 4

		1909
First half year ends	Friday night	January 22
Second half year begins	Monday morning	January 25
Spring recess begins	Friday night	April 2
Spring recess ends	Monday morning	April 12
School year ends	Tuesday	June 15

VACATION

School year begins	Tuesday morning	September 7
Thanksgiving recess begins	Wednesday night	November 24
Thanksgiving recess ends	Monday morning	November 29
Christmas recess begins	Friday night	December 24
Christmas recess ends	Monday morning	January 3

The model and training schools will observe the same calendar as the other public schools in the town.

TEACHERS

HENRY T BURR Principal *Psychology; history of education; civics*	122 Windham st
MABEL I JENKINS *History; English*	12 Oak st
MAY E DAVISON *Grade v*	84 Windham st
JENNIE E DENNEHY *Grade vii*	13 Turner st
FREDERICK W STAEBNER *Science; geography*	258 Lewiston av
FANNIE A BISHOP *Kindergarten, principal*	325 Prospect st
ELIZA A CHEYNEY *Grade iv*	36 Windham st
ELIZA G RAWSON *Librarian*	325 Prospect st
MARY A QUINN *Grade vi*	13 Turner st
AGNES G HICKEY *Kindergarten*	154 Jackson st
MARY F SULLIVAN *Grades i, ii*	98 Chapman st
MARY M SOUTHER *Music*	325 Prospect st
JULIA T DUNLEVY *Grades iii, iv, v*	South Windham
MIRIAM S SKIDMORE *Methods; training*	12 Oak st
G VIVIEN BROWN *Kindergarten*	114 Windham st
E ANNETTE HINDS *Grade ii*	325 Prospect st
MAUD ELIZABETH LOVE *Drawing*	84 Windham st
ALICE E PHELPS *Grade iii*	84 Windham st
HARRIET M BASS *Grades iv, v, vi*	79 Maple av

MABEL E SPENCER	North Windham
Grades vi, vii, viii	
GEORGE W DICKSON	125 Pleasant st
Principal of model schools; supervisor of writing	
EDITH SCOT PASCHALL	84 Windham st
Mathematics; gymnastics; physiology	
ANNA D CLARK	176 Prospect st
Grades i, ii, iii	
ELIZABETH A SHERMAN	325 Prospect st
Grade i	

GOVERNMENT OF THE SCHOOLS

The school is conducted under the following law (General Statutes of Connecticut, Revision of 1902):

§ 2280 The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

§ 2281 The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

§ 2282 The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

§ 2283 The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools and the doings of said board in connection therewith.

§ 2284 Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

ADMISSION

AGE—All candidates must be sixteen years of age or over at the time of admission.

TESTIMONIALS—Each applicant must bring satisfactory testimonials as to character and attainments from the high school principal or a school visitor of the town in which the applicant resides.*

EVIDENCE OF PREPARATION—Applicants of the prescribed age who present the required testimonials will be admitted to the school upon presentation of

(*a*) certificates of graduation from high schools

(*b*) evidence that they have received the equivalent of a high school education, or

(*c*) a state teachers' certificate, or

(*d*) evidence of two years' successful experience in teaching,

(*e*) or upon the satisfactory completion of the preparatory course. (See Courses of instruction, Page 10.)

All desiring to enter should correspond with the principal as early as possible.

INTENTION TO TEACH—The object of this school is to fit young men and women to teach successfully in the common schools of this state. All applicants must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this state.

It is understood that none enter this school unless for the purpose of becoming teachers. If, in the case of any pupils, the earnestness of this purpose—which must be declared in writing—is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils will not be allowed to remain in the school.

Page 25 of this catalogue may be used

GENERAL COURSE OF STUDY

Preparatory class					
English 40 weeks 5 periods a week **History** 20 weeks 3 periods a week	**Geometry** 20 weeks 4 periods a week **Algebra** 20 weeks 4 periods a week	**Geography** 40 weeks 5 periods a week	**Elementary science and Agriculture** 20 weeks 4 periods a week	**Music** 40 weeks 2 periods a week **Drawing** 40 weeks 2 periods a week **Penmanship** 40 weeks 1 period a week	**Physical training** 40 weeks 2 periods a week
Junior class					
English 40 weeks 3 periods a week **Reading** 40 weeks 1 period a week	**Arithmetic** 20 weeks 5 periods a week **Psychology** 20 weeks 4 periods a week	**History** 40 weeks 4 periods a week	**Botany** 16 weeks 4 periods a week **Geography** 24 weeks 4 periods a week	**Music** 40 weeks 3 periods a week **Drawing** 40 weeks 2 periods a week **Penmanship** 40 weeks 1 period a week	**Physiology** 40 weeks 2 periods a week **Physical training** 40 weeks 2 periods a week
Senior class					
English 20 weeks 2 periods a week	**Methods** 20 weeks 5 periods a week **History of education** 20 weeks 1 period a week	**Chemistry** 20 weeks 5 periods a week **Civil government** 20 weeks 3 periods a week	**Physics** 20 weeks 4 periods a week	**Music** 20 weeks 2 periods a week **Drawing** 20 weeks 2 periods a week	**Physical training** 20 weeks 2 periods a week
	Teaching in public schools daily (all day) for twenty weeks				

COURSES OF INSTRUCTION

I Preparatory course
II General course
III Kindergarten-training course
IV Advanced course
V Correspondence courses for teachers
VI Summer session

In addition to these, special courses may be arranged to meet individual cases.

I

Preparatory course

Applicants who desire to take a course in the normal school and who are unable to satisfy the requirements (a-d) enumerated on page 8, but who are qualified in other respects, may, at the discretion of the principal, be admitted to a preparatory course of not less than one year. The satisfactory completion of this course will admit any student to the junior class. This course is not intended to offer a short cut to high school students who have completed a portion of the high school course. In no case will such a student be received without the approval of the high school principal. Students who have failed of promotion in the high school will not be admitted.

II

General course

The general course is designed to meet the requirements of those who intend to become teachers in elementary schools. This course is arranged for two years and may be completed in that time by those whose preparation for the work permits.

The course consists of

1 a study of the common school subjects from the teacher's standpoint

2 a study of the laws of mental activity and their relation to teaching

3 directed observation of school work

4 teaching in public schools daily for twenty weeks.

Pupils are excused from the school when the required work has been completed.

III

Kindergarten-training course

A limited number of students are received for instruction in kindergarten methods. All who intend to become kindergartners should possess a thorough knowledge of the elementary English branches and bring to the work a decided aptitude for dealing with little children.

The kindergarten-training course will require two years. Normal school graduates are usually able to complete the work in one year.

No one will be admitted to the course who has not attained the age of eighteen years, and who cannot play the piano and sing.

Diplomas will be awarded to those who satisfactorily complete the course.

Members of the kindergarten-training class will be required to take one year's work with students in the general course.

Every forenoon of the second year will be spent in the kindergarten in teaching, and every afternoon in special study of kindergarten work.

The following subjects are considered

The use of Froebel's gifts
Games
Literature for children
Drawing
Study of lives of educational reformers
Making plans for regular work and special plans for Thanksgiving, Christmas, Easter, and other special days
Organization

IV

Advanced course

Professional course

The aim of this course is to afford an opportunity for a more extended and complete study of pedagogical principles and their application to special subjects than the time usually allotted in a normal school course allows.

The professional course will give to those of suitable attainments an opportunity to fit themselves to do training work, and to act as supervisors and principals in public schools. The demand for teachers qualified to fill positions of responsibility is quite beyond the present supply.

Graduates of colleges, normal school graduates, and teachers of approved scholarship and successful experience are eligible to this course upon presentation of evidence showing their fitness to undertake it. The time depends upon the preparation the individual brings to the work. Usually one year is necessary for the completion of the course.

Work will be arranged for individuals according to their requirements.

V

Correspondence courses

In connection with the normal-training school at Willimantic, the state board of education offers to the teachers of this state correspondence courses in elementary English, literature, American history, civil government, geography, physics, drawing, and penmanship.

Students who enter upon any of these courses will be enrolled as nonresident students of the school and their names will appear in the annual catalogue.

PURPOSE

This nonresidential connection with the normal school is intended for teachers

1 who desire to study a particular subject under direction

2 who wish to prepare themselves to enter the normal school as resident students and complete the course in a shorter time than is regularly required

3 who are preparing for the examination for the state certificate.

PLAN OF WORK

Lesson papers containing assignments of work, references, directions, suggestions, and questions will be sent to the student. By means of these the student prepares the lesson making use of all available helps. After preparation the recitation paper is written without help, and mailed to the school.

The recitation paper will be read, corrected, and returned to the student with criticisms and suggestions as soon as possible after the paper is received. Another lesson paper will then be sent. Whenever several teachers in the same locality are

pursuing the same subject, conferences may be arranged between instructors and students.

In general it is intended that each course shall cover the same ground that is covered by classes in the normal school. The number of recitations in any subject in the courses for resident students may be found by referring to the course of study on page 9. A single lesson in the correspondence courses usually covers the work of several recitations for resident students.

ADMISSION

Any person over eighteen years of age engaged in teaching in any public school in this state may be admitted to the correspondence courses. Entrance blanks will be sent upon application to the principal.

CREDIT

Nonresident students will receive credit for courses satisfactorily completed. Students successfully completing the entire list of courses noted above and a special course in psychology will be admitted to the senior class of the Willimantic normal school.

The normal school diploma will be granted to all who satisfy the requirements of the training department.

RESIDENT PRACTICE

The practice teaching, for which all other work is preparatory, requires residence at the school and is given only under supervision in the public schools connected with the normal school.

The study of method consisting of observation of teaching and discussion of principles, cannot be undertaken by nonresident students.

For further information, address the principal.

VI

SUMMER SESSION

It is expected that a summer session will be arranged, opening Tuesday, July 6, 1909 and closing Friday, August 6, 1909. Work will be arranged for those who wish to obtain credit in the normal school course, for those who are preparing for the state examinations and for those who wish to study methods of teaching. A circular will be sent upon application.

GENERAL INFORMATION

Aim of the school

The purpose of the normal school, as set forth in the law, is to train teachers "in the art of instructing and governing in the public schools of the state."

To train teachers to teach effectively is the aim which the school endeavors to keep most prominently in view. All other considerations yield to this.

Length of course

The general course is planned for two years and may be taken in that time by those whose preparation permits. Those unable to do the required work in that time will remain in the school longer. A good preparation in English is essential. Those who are deficient in this respect cannot expect to complete the course in two years.

Admission to advanced standing

Pupils will be allowed to omit any subjects in the course upon satisfactory evidence of thorough scholarship in these subjects. Special examinations will be given upon application after entrance to the school.

Students who can present a pass card showing that they have passed the state examination in civil government will be excused from that subject.

Time gained by passing subjects on examination may be devoted to special work either in subject matter or in training.

Provided sufficient time can be gained in the manner described, the course may be completed in less than two years. This is, however, generally quite impracticable for those who enter with only such preparation as is usually afforded by high schools.

Special training

Graduates of normal schools who desire further training, but who cannot spend a year in the professional course, will be admitted at any time for a partial course of twenty weeks. During this time special attention will be given to the practical side of the work.

Practical teaching

There are, at present, twenty schools, including kindergartens, available for the purposes of observation and training. The practical work required in these schools constitutes a most important feature of the course.

The order of work in the general course is as follows

1 study of subject matter

2 directed observation of work in all grades of model and training schools

3 teaching in public schools daily for five months.

Observation means much more than merely visiting schools. It has an important place on the program throughout the course. Students are expected to prepare the lessons observed in order that they may observe more intelligently. Written reports and conferences follow the observation.

Completion of the first two lines of work enumerated precedes the practice-teaching. Before beginning this part of the course the pupil has seen more of common schools and has received far more in the way of professional preparation than three-fourths of the teachers who every year begin teaching in the public schools of this state; in addition to this, half a year of teaching in the public schools of the town under competent supervision must be satisfactorily completed before a diploma can be granted.

Each student is assigned to a class and is responsible for the teaching and management for the given term.

Conferences held immediately after the close of the afternoon session afford an opportunity for discussing principles in the light of experience, and for giving helpful suggestions.

Teachers in training are required to observe the same hours as teachers regularly employed.

Library

The library is one of the most valuable laboratories connected with the school. It contains over eleven thousand volumes, and as these have been selected to meet the requirements of the school it is especially valuable as a working library. There are duplicates of books in frequent demand. Students have freest access to the shelves.

The privileges of the library are extended by mail without charge to graduates teaching in this state.

Gymnasium

A physical examination of all pupils is made at the beginning and at the end of the junior year.

Visitors

All departments are open to visitors interested in education. Teachers from schools of the state are especially welcome.

Teachers may arrange to spend several days or weeks at the school, and to such every attention will be shown.

Demand for trained teachers

The normal schools cannot supply the demand for trained teachers. Many towns and districts in the state employ, so far as possible, only trained teachers. The demand made upon the school for teachers is about twice as great as the supply.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by taking the professional course.

This survey shows that this school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

It is a mistake to suppose that it is well to teach a year or two before coming to the normal school. The purpose of the normal school is to protect children from inexperienced teachers. The normal school, however, has much to offer to teachers who have had long and successful experience.

This school intends to be in accord with the spirit of progress. It has in mind particularly the interests of the children of the state, and it is perfectly willing to break with precedent for the sake of providing the commonwealth with good teachers.

Expenses

Willimantic is a city of about ten thousand inhabitants. Railroads from six directions enter the city, making it easy of access from all parts of the state.

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this state.

Necessary text-books are provided without charge. Pupils are advised, however, to purchase certain reference books.

The attention of persons of limited means is especially called to the fact that the expense of living in Willimantic is materially less than in cities of larger size.

The average cost of board is about $4 a week where two occupy the same room. The total average cost per pupil, not including the amount paid for clothing and traveling, is thus less than $200 per year. Some do their own housework and reduce the expense of board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after students arrive in Willimantic. The principal will assist newcomers in finding boarding places. Those desiring such assistance are advised to write to the principal as early as possible.

Graduation

Pupils are excused when they have satisfied the requirements of the school. Diplomas are presented at the close of the summer term only.

Diplomas are awarded to those who

1 have throughout the course maintained a standard of conduct befitting a teacher

2 have attained the required standard of scholarship in every prescribed subject

3 have exhibited a fair degree of skill in teaching and governing children

4 have passed the state examination and secured at least an elementary certificate.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school if, within the two years following the date of graduation, she shows herself capable of teaching and governing a school successfully.

The normal school teachers are authorized to visit the schools and observe the teaching and management of graduates of their respective schools and to nominate to the state board of education as candidates for honor state certificates those who have taught successfully not less than one year and who show marked excellence, both in teaching and management.

State certificate

Candidates for the state certificate who have satisfied the requirements of the school will be excused from writing preliminary papers on recommendation of the principal. Everyone must demonstrate ability to keep a register correctly.

GRADUATES

June 19, 1908

Armstrong, Helen	*Montclair, N J*
Avery, Mary Lucretia	*Groton*
Bartlett, Iva Fay	*Montville*
Boylan, Mary Alice	*New London*
Buckley, Mary Elizabeth	*New London*
Burke, Helen M	*Willimantic*
Burrill, Clara A	*Putnam*
Casey, Florence P	*New London*
Chism, Julia Belle	*Willimantic*
Collins, Estelle Cecilia	*New London*
Crooks, Adelaide Brines	*Norwich*
Cruff, Maude Edith	*Thompson*
Curran, Anna M	*Norwich*
Filer, Beatrice Ward	*Attawaugan*
Ford, Myra G	*New London*
Gallup, Esther Grant	*Ekonk*
Heath, Harriet Elizabeth	*Mystic*
Jacobs, Helen Gertrude	*Dudley Mass*
Kelly, Veronica A	*Waterbury*
Kneeland, Josephine N	*Columbia*
Kneeland, Julia H	*Columbia*
Lamb, Bertha Crane	*Mystic*
Little, Adeline	*Willimantic*
Macdonald, Esmeralda	*Putnam*
Malloy, Marion F	*Norwich*
Moore, Lottie	*Waterville*
Moreau, Aldea Priscille	*Willimantic*
O'Connell, Anna Charlotte	*Colchester*
O'Connell, Kathryn	*Colchester*
Partrick, Sarah W	*Norwalk*
Perry, Nina Emeline	*Norwich*
Rossiter, Ruth Frances	*Guilford*
Ryan, Anna C	*New London*
Shirley, Florence May	*Baltic*
Spellacy, Martha L	*Hartford*
Stanton, Grace May	*Danielson*
Sullivan, May Loretta	*Willimantic*
Talcott, Mary Tillinghast	*New London*
Terry, Felicia Cornelia	*Brooklyn*
Westcott, Bessie Downer	*Wauregan*
Wilson, Flora A	*Chaplin*

Holders of certificates

Bogue, Iva Elizabeth	*Montville*
Rosenthal, Maude Amelia	*Norwich*

List of resident students

Seniors

name	town p o address	city address
Amidon, Abigail D	*Ashford (West Willington)*	257 Summit
Bradley, Gladys May	*Windham (Willimantic)*	Windham road
Chase, F Glencie	*Waterbury (Waterville)*	South
Clarke, Bernice Hazel	*Windham (Willimantic)*	95 Spring
Coughlan, Kathleen G	*Waterbury*	61 Bellevue
Egan, Margaret M	*Waterbury*	66 Windham
Graham, Clementine	*Norwich (Taftville)*	
Gray, Anita	*New London*	66 Windham
Hamann, Eda	*Norwich*	260 Valley
Havican, Mary E	*Waterbury*	46 Windham
Healey, Katharine	*Waterbury*	318 Valley
Healey, Maude Elizabeth	*Woodstock (North Woodstock)*	144 Spring
Holden, Edith	*Norwich*	66 Windham
Jewett, Viola Frances	*Hampton (Clark's Corner)*	30 Pearl
Johnson, Charlotte A	*Windham (Willimantic)*	36 Windham
Larkin, Helen Bronson	*Lebanon (North Franklin)*	
Lee, Blanche G	*Windham (Willimantic)*	1173 Main
Lewis, Mary Rathbun	*Groton (West Mystic)*	257 Summit
McGlone, Marguerite Mary	*Windham (Willimantic)*	35 Park
McKenna, Helen Madeline	*Norwich (Greeneville)*	
Moreau, Florina	*Windham (Willimantic)*	260 Jackson
Morrison, Alice Ruth	*Windham (Willimantic)*	35 Spruce
Murphy, Lulu E	*Waterbury*	46 Windham
Nolan, Catherine M	*Waterbury*	46 Windham
Plummer, Helen Marion	*Norwich (Yantic)*	168 Prospect
Richmond, Linda A	*Preston (Norwich)*	266 Summit
Shea, Anna L	*Windham (Willimantic)*	27 Union
Shea, Margaret	*Windham (Willimantic)*	7 Strong's court
Strahan, Jeannette C	*Norwich*	66 Windham
Sullivan, Mary Agnes	*Norwich*	
Sullivan, Mary Teresa	*Norwich*	
Taylor, Frances Elsworth	*Brooklyn (Danielson)*	36 Windham
Thompson, Edith Ruth	*Norwich (Taftville)*	
Thorne, Carrie Louisa	*Windham (South Windham)*	
Ward, Katherine Theresa	*Norwich (Versailles)*	129 Valley
Wells, Belle Elizabeth	*Windham (Willimantic)*	Warner district 36

Juniors

Adams, Ida Belle	*Norwich*	South Windham
Avery, Lucy Denison	*Groton*	83 Spring
Backus, Hazel Marguerite	*Windham (South Windham)*	

name	town p o address	city address
Brown, Nettie Ellen	*Stafford*	318 Valley
Buell, Cora A	*Marlborough*	318 Valley
Carey, Abbie Margaret	*Windham (Willimantic)*	47 South Park
Carmody, Jennie Gorman	*Waterbury*	86 Spring
Claffey, Katherine Cecilia	*Waterbury*	86 Spring
Clark, Gladys Edena	*Windham (Willimantic)*	121 Bridge
Clune, Grace Frances	*Norwich*	
Comins, Hazel Emilie	*Tolland (Stafford Springs)*	98 Walnut
Connor, Alice L	*Lebanon (Willimantic)*	
Corr, Laura H	*Waterbury*	318 Valley
Corrigan, Margaret W	*New London*	204 Jackson
Coughlan, Rose Loretta	*Waterbury*	61 Bellevue
Dunlevy, Lenora Katherine	*Windham (South Windham)*	
Foley, Annie Elizabeth	*New London*	210 Jackson
Fuller, Kathleen Tyreman	*Windham (Willimantic)*	193 Church
Fuller, Millie Bowen	*Hampton*	99 Spring
Geer, Bertha Louise	*Griswold (Jewett City)*	30 Pearl
Graham, May Isabel	*Norwich (Taftville)*	
Haney, Grace Alice	*Montville*	30 Pearl
Hibbard, Florence Isabel	*Woodstock*	144 Spring
Holbrook, Rosa K	*Hebron*	251 Summit
Holt, Gertrude Amelia	*Stafford (Stafford Springs)*	98 Walnut
Keenan, Anna Augusta	*Waterbury*	86 Spring
Lamb, Katherine May	*Ledyard (Mystic)*	86 Spring
Leffingwell, Edith Anna	*Bozrah (Norwich)*	257 Summit
Leonard, Isabelle Winifred	*Norwich*	
Lynch, Anna C	*Windham (Willimantic)*	61 Jackson
Madden, Elizabeth	*Norwich*	
Main, Grace Amelia	*Stonington*	86 Spring
Murphy, Agatha Catherine	*Norwich*	35 Spruce
Murphy, Lucy Anastasia	*Norwich*	35 Spruce
Neumann, Martha M	*New London*	260 Valley
Powers, Mary Anastasia	*Norwich*	249 Church
Pratt, Alice W	*Willington (West Willington)*	251 Summit
Quinn, Anna Madaline	*Montville*	210 Jackson
Richards, Lizzie Evelyn	*Norwich*	249 Church
Roy, Mary Virginia	*Sprague (Baltic)*	
Standish, Ruth Holden	*Sprague (Hanover)*	15 Fairview
Tracy, Marian Knight	*Griswold (Jewett City)*	86 Spring
Tripp, Lena Phillips	*Killingly (Dayville)*	86 Spring
Trudeau, Eva B	*Windham (Willimantic)*	49 High
Vallette, Hattie Lillian	*Windham (Willimantic)*	117 Chestnut
Wetherell, Clara Lillian	*Killingly (Danielson)*	168 Prospect
Wilson, Ruby Elizabeth C	*New London*	168 Prospect
Young, Irene Hazen	*Griswold (Jewett City)*	36 Windham
Young, Laura Prudence	*Griswold (Norwich)*	185 High

49

Preparatory class

name	town	p o address	city address
Avery, Sarah Alma	*Groton*		33 Spring
Brown, Delight Annette	*Windham*	(*Hampton*)	114 Windham
Butler, Mary Byrne	*Norwich*		
Fisher, Lena L	*Windham*	(*South Windham*)	
Gough, Agnes Catherine	*Norwich*	(*Norwich Town*)	237 Valley
Gough, Pauline V	*Norwich*	(*Norwich Town*)	237 Valley
Hevrin, Mary Carine	*Windham*	(*Willimantic*)	228 Jackson
Harris, Edith J	*Haddam*	(*Higganum*)	30 Pearl
La Place, Mary B	*Sterling*	(*North Sterling*)	86 Spring
Lynch, Mary Abbie	*Windham*	(*Windham Center*)	
Sweet, Jane Lucy	*Windham*	(*Willimantic*)	114 Bridge
Weller, Elizabeth Winifred	*Norwich*	(*Taftville*)	
Wilson, Amy L	*Windham*	(*Windham Center*)	
			13

Attendance by towns

Twenty-five towns are represented, as follows:

Ashford	1	New London	5
Bozrah	1	Norwich	23
Brooklyn	1	Preston	1
Griswold	4	Sprague	2
Groton	3	Stafford	2
Haddam	1	Sterling	1
Hampton	2	Stonington	1
Hebron	1	Tolland	1
Killingly	2	Waterbury	12
Lebanon	2	Willington	1
Ledyard	1	Windham	25
Marlborough	1	Woodstock	2
Montville	2		
Total			98

Attendance by counties

	students	towns
Hartford	1	1
New Haven	12	1
New London	45	11
Windham	34	7
Middlesex	1	1
Tolland	5	4
	98	25

List of nonresident students

(Enrolled December 8 1908)

name	teaching address	home address
Atwood, Ethel L	*Watertown*	Watertown
Brennan, Agnes L	*Baltic*	Baltic
Bronson, Flora J	*Litchfield*	Litchfield
Bronson, Grace B	*Litchfield*	Litchfield
Burnett, Cora Belle	*New Preston*	New Preston
Cavanagh, Nellie V	*Jewett City*	Marlboro Mass
Cronin, Elizabeth T	*Andover*	
Dayton, Mary U	*Ridgefield*	New York City
Ducie, Margaret C	*New London*	New London
Eddy, Elizabeth M	*Thompson*	Thompson
Fish, Eleanor	*Mystic*	Mystic
Fryer, Martha Myrtle	*South Manchester*	Addison
Fuller, Flora Evelyn	*Killingly*	Danielson
Harrington, Alice	*Millstone*	New London
Hart, Mabelle B	*Unionville*	Unionville
Hayes, Jane R	*Winsted*	Winsted
Humiston, Wallace D	*Bethany*	Bethany
Jeffrey, Louise Rowland	*New London*	New London
Keating, Mary F	*Stafford*	Springfield Mass
Kelley, Josie Agnes	*Torrington*	Torrington
Luther, Marie Louise	*Norwich*	Norwich
Lynn, Charles R	*Baltic*	Baltic
Marsh, Elsie Gray	*Mansfield Center*	Mansfield Center
Martin, Louise Dickinson	*Lyme*	Hamburg
Miller, Wilbur H	*Woodstock Valley*	Woodstock Valley
Morehouse, Mary Frances	*New Milford*	New Milford
Morris, Sarah L	*Ellington*	Ellington
Myers, Mary R	*Union*	Putnam
Prentice, Ruby C	*Mystic*	Mystic
Richmond, Linda A	*Norwich*	Norwich
Riddiford, Gertrude L	*New Milford*	New Milford
Rowe, Florence	*South Woodstock*	South Woodstock
Russell, Kathryn M	*New London*	New London
Russell, May A	*New London*	New London
Shurtleff, Goldie A	*West Ashford*	West Ashford
Sumner, Grace L	*Putnam*	West Woodstock
Stark, Marion E	*Lyme*	Lyme
Tallmadge, Evelyn E	*Unionville*	Unionville
Tallmadge, Mary B	*Unionville*	Unionville
Tompkins, Jonas M	*East Hartford*	East Hartford

name	teaching address	home address
Thatcher, Florence	*Putnam*	Putnam
Wight, Villa Hall	*Stonington*	Westerly, R. I.
Witter, Abigail L	*Sterling*	Brooklyn
Wohlforth, Florence May	*East Lyme*	East Lyme
		44

Enrollment by towns

Thirty towns are represented, as follows:

Andover	1	New Milford	2
Ashford	1	Norwich	2
Bethany	1	Putnam	2
Eastford	1	Ridgefield	2
East Hartford	1	Sprague	2
East Lyme	1	Stafford	2
Ellington	1	Sterling	1
Farmington	3	Stonington	3
Griswold	1	Thompson	1
Killingly	1	Torrington	1
Litchfield	2	Washington	1
Lyme	2	Waterford	1
Manchester	1	Watertown	1
Mansfield	1	Winchester	1
New London	4	Woodstock	2
Total			44

Enrollment by counties

counties	students	towns
Hartford	5	3
New Haven	1	1
New London	16	8
Fairfield	1	1
Litchfield	8	6
Windham	9	7
Tolland	4	4
	44	30

Summary

Graduates, 1908		41
Holders of certificates, 1908		2
Senior class	36	
Junior class	49	
Preparatory class	13	
Whole number of resident students	98	
Nonresident students	44	
Whole number enrolled in normal department		142
Pupils in model and training schools		417

Form of certificate to be given by high school principals to graduates wishing to enter the normal school.

This Certifies

That *of*

is a graduate of a *years course in the*

high school, and that she is a suitable person in character, talents and

attainments to be received as a pupil in the state normal school at

Principal

———————————190

1909

CONNECTICUT SCHOOL DOCUMENT

No 16 — 1908

(WHOLE NUMBER — 317)

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

DANBURY CONNECTICUT

Fifth Year

1908-1909

1908

THE NEW YORK
PUBLIC LIBRARY
P 192480
ASTOR, LENOX AND
TILDEN FOUNDATIONS.
1916

MEMBERS

OF THE

State Board of Education

1908

Rollin S Woodruff *Governor*	New Haven
Everett J Lake *Lieut-Governor*	Hartford
Edward D Robbins	Wethersfield
William H Palmer	Norwich
George M Carrington	Winsted
William G Sumner	New Haven

Asahel J Wright *Chief clerk* Hartford

OFFICE

Room 42 Capitol Hartford

November 1908

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The school is at the corner of White street and Roberts avenue, on the trolley line and within five minutes' walk from the railroad station.

For catalogue and information address principal of state normal training school Danbury Connecticut.

CALENDAR 1908-1909

1908		
1 September	Tuesday	School year begins
25 November	Wednesday	Thanksgiving recess begins
30 November	Monday	Thanksgiving recess ends
23 December	Wednesday	First term ends
4 January	Monday	Second term begins
1909		
8 April	Thursday	Second term ends
19 April	Monday	Third term begins
23 June	Wednesday	Third term ends
6 July	Tuesday	Summer session begins
31 July	Saturday	Summer session ends
1909-1910		
7 September	Tuesday	School year begins

TEACHERS

JOHN R PERKINS Principal . . . . . 72 Deer Hill av
Psychology; government; geography

JANE LORD BURBANK . . . . . 4 Hillside pl
English

SARA M ARMSTRONG . . . . . 15 Terrace pl
History; mathematics; gymnastics

HARRY HOUSTON . . . . . New Haven
Penmanship

EMELENE A DUNN . . . 541 Lexington av New York
Drawing

MARION H TWEEDY . . . . . 4 Farview av
Singing

ELLA M BRUSH . . . . . 17 Osborne
Librarian; clerk

LOTHROP D HIGGINS . . . . . 17 Osborne
Science

HELENA G CLANCY . . . . . Golden hill
Training school; training sixth grade

GRACE B WAKELEE . . . . . 248 White
Training school; training first grade

KATHARINE M MULLEN . . . . . 16 Locust av
Training school; training seventh grade

MAUDE V GRIFFIN . . . . . 24 Orchard
Clerk

KATHERINE T HARTY . . . . . 62 Division
Art of teaching; supervisor of training schools

HANSINE D WIEDL . . . . . 13 Delay
Training school; training rural school

AMY W GAINES . . . . . 8 Harmony
Training school; training fifth grade

JEANETTE E MORRIS . . . . . 9 Harmony
Training school; training second grade

GRACE H COUGHLIN . . . . . 11 Cottage
Training school; training third grade

LINA B WINSHIP principal Locust avenue school . 248 White
Training school; training eighth grade

S ETTA YATES . . . . . 8 Harmony
Training school; training second grade

CHRISTIAN C GARDEN . . . . . 16 Locust av
Training school; training fourth grade

JOSEPHINE W BEERS . . . . . 26 New
Training school; training first grade

FANNIE B PERRY . . . . . Danbury R F D 23
Training school; training grades 4-8

GERTRUDE H HAND . . . . . 28 Main
Training school

HARRIET E SMITH . . . . . 164 Main
Training school; training grades 1-3

RACHEL M SCHEANBLUM . . . . . 1 Liberty
Training school

JOHN F KEOGH . . . . . 27 Crane
Engineer

HOWARD C DURGY . . . . . 59½ Balmforth
Janitor

GOVERNMENT

The school is conducted under the following law (General Statutes of Connecticut, Revision of 1902):

§ 2280 The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

§ 2281 The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

§ 2282 The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

§ 2283 The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools, and the doings of said board in connection therewith.

§ 2284. Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

Purpose of the school

The purpose of the normal school, as set forth in the law, is to train teachers "in the art of instructing and governing in the public schools of the state."

Admission

Age — All candidates must be sixteen years of age or over at the time of admission.

Testimonials — Each applicant must bring satisfactory testimonials as to character and attainments from a teacher and also from a school visitor of the town in which the applicant resides. The proper form to be presented by high school graduates is given on page 30.

Evidence of preparation — Applicants of the prescribed age who present the required testimonials will be admitted to the school upon presentation of

(*a*) certificates of graduation from high schools offering a course of study at least three years in length, or

(*b*) evidence that they have received the equivalent of a high school education, or

(*c*) a state teacher's certificate, or

(*d*) evidence of two years' successful experience in teaching.

Applicants who desire to take a course in a normal school but are unable to satisfy the requirements enumerated above may be admitted to a course not less than three years in length.

All desiring to enter should correspond with the principal as early as possible.

Intention to teach — The object of this school is to fit young men and young women to teach successfully in the common schools of this state. All applicants must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to teach in this state.

It is understood that none enter this school unless for this purpose. If, in the case of any pupils, the earnestness of this purpose is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils will not be allowed to remain in the school.

CLASSES — Classes are organized only in the fall. Entering in the middle of the year is unadvisable, and generally not permitted.

COURSE OF STUDY

The general course is planned for two years, and may be taken in that time by those whose preparation permits. Those who are unable to do the required work in that time will remain in the school longer. The school year includes forty weeks.

The work of the school will be arranged so as to give special preparation for teaching arithmetic, language, literature, geography, elementary science and history.

Well-equipped laboratories and an excellent library are provided and made an invaluable part of the training.

The course of study is in the main professional. In the first part of the course students are thoroughly grounded in the subjects usually taught in the grades, and the best methods of presenting them are discussed. The principles underlying the best methods of teaching and managing are taught, followed by the practical work in the training school.

TRAINING SCHOOLS

The Locust Avenue school with eight grades, two rooms at New Street school, the two-room school at Beaver Brook, and the country school at Miry Brook are used as training schools. Every pupil is required to observe, teach, and manage in these schools for five months.

The Beaver Brook and Miry Brook schools give pupils an opportunity to become familiar with country schools. In the training schools pupils are taught to put in practice under skilled supervision the methods and principles previously acquired in the course. No diplomas will be granted to students until they can teach and manage a school to the satisfaction of the faculty.

COURSE OF STUDY

First year

	weeks	hours per week
Literature	40	3
Composition and language	40	3
American history	40	4
Arithmetic	20	3
Geometry and mensuration	10	3
Algebra	10	3
Physics	20	6
Physiology	10	4
Chemistry	10	6
Penmanship	40	1
Drawing	40	2
Music	40	1
Gymnastics	30	1

Second year

	weeks	hours per week
Literature	20	3
Composition and language	20	2
Geography	10	3
Psychology	10	3
Civics	10	3
Art of teaching	20	2
Physical geography	10	5
Agriculture	10	5
Science review	20	2
Penmanship	20	1
Drawing	20	1
Music	20	1
Gymnastics	14	1

CORRESPONDENCE COURSES

In connection with the normal-training school at Danbury, the state board of education offers to the teachers of this state correspondence courses in elementary English, literature, American history, civil government, geography, physics, drawing and penmanship. A course in psychology is offered for those who have successfully completed at least three other courses.

Students who enter upon any of these courses will be enrolled as nonresident students and their names will appear in the annual catalogue.

Purpose

This nonresidential connection with the normal school is intended for

1 teachers who desire to study a particular subject under direction

2 teachers who wish to prepare themselves to enter the normal school as resident students and complete the course in a shorter time than is regularly required.

3 teachers who are preparing for the examination for the state certificate.

Plan of work

Lesson papers containing assignments of work, references, directions, suggestions and questions will be sent to the student. The school supplies books and other material necessary. By means of these the student prepares the lesson, making use of all available helps. After preparation the recitation paper is written without help and mailed to the school.

The recitation paper will be read, corrected and returned to the student with criticisms and suggestions as soon as possible after the paper is received. Another lesson paper will then be sent. Whenever several teachers in the same locality are pursuing the same subject, conferences may be arranged between instructors and students.

In general it is intended that each course shall cover the same ground that is covered by classes in the normal school. The number of recitations in any subject in the courses for

resident students may be found by referring to the course of study in this catalogue. A single lesson in the correspondence courses usually covers the work of several recitations for resident students.

Admission

Any person over eighteen years of age engaged in teaching in the public schools in this state may be admitted to the correspondence courses. Entrance blanks will be sent upon application to the principal.

Credit

Nonresident students will receive credit for courses satisfactorily completed. Students successfully completing the entire list of courses noted above and a special course in psychology will be admitted to the senior class of the Danbury normal school.

The normal school diploma will be granted to all who satisfy the requirements of the training department.

Resident practice

The practice teaching, for which all other work is preparatory, requires residence at the school and is given only under supervision in the public schools connected with the normal school.

The study of method, consisting of observation of teaching and discussion of principles, cannot be undertaken by nonresident students.

For further information, address the principal.

Summer session

A summer session will be held at the Danbury normal school from July 6 to July 31, 1909.

For further information address the principal.

GENERAL INFORMATION

Expenses

The advantages of the school are offered free to all who declare their intention of teaching in the common schools of this state.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books.

Comfortable rooms and good board cost from $4.50 per week up. They may be obtained after students arrive in Danbury. The principal will assist students in finding places.

Visitors

Visitors are welcome in the normal school and in the training schools at any time. Teachers are especially invited.

Diplomas

Diplomas are awarded to those who

1 have throughout the course maintained a standard of conduct befitting a teacher.

2 have attained the required standard of scholarship in every prescribed subject.

3 have exhibited a fair degree of skill in teaching and governing children.

4 have passed the state examination and secured at least an elementary certificate.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school, if, within two years following the date of leaving the normal school, she shows herself capable of teaching and governing a school successfully.

The normal school teachers are authorized to visit the schools and observe the teaching and management of graduates of their respective schools and to nominate to the state board of education as candidates for honor state certificates those who have taught successfully not less than one year and who show marked excellence, both in teaching and management.

The demand for trained teachers

The normal schools cannot supply the demand for trained teachers. Many towns and districts in the state employ, so far as possible, only trained teachers. The demand made for good teachers is about twice as great as the supply.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by taking the professional course.

This survey shows that a normal school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to become teachers.

LIST OF GRADUATES

1908

Graduates

Beard, Bertha Grace	*Bethel*
Creighton, Genevieve Grace	*Norwalk*
Deloy, Louise Mabel	*North Canaan*
Donohue, Joanna	*Litchfield*
Drury, Katherine Angela	*Litchfield*
Evans, Clarice	*New Milford*
Glover, Harriet M	*Dundee* N Y
Hager, Mabel Gertrude	*Danbury*
Hill, Mary Elvira	*Redding*
Kavasch, Emilie Susan	*Danbury*
Keane, Gertrude Skiffington	*Bethel*
Lawrence, Edna May	*Bethel*
LeDan, Alice Dorothea	*Danbury*
McGauley, Eleanor Josephine	*Danbury*
Melvin, Dorothy Agnes	*Bethel*
Murphy, Mary Gwendolyn	*Norwalk*
Nickerson, Helene Davis	*Redding*
Pryer, Edith Adele	*Norwalk*
Scheanblum, Rachel Mary	*Danbury*
Smith, Harriet Elizabeth	*Danbury*
Wakeman, Charlotte Julia	*Danbury*
Wanzer, Carrie E	*Danbury*

Holders of certificates

Bronson, Bessie Louise	*Roxbury*
Dewsnap, Alice Overton	*Ridgefield*

LIST OF STUDENTS

Seniors

name	town post office	Danbury address
Allen, Irene Drew	*Danbury*	47 Washington av
Bennett, Elisabeth Montague	*Danbury*	1 Terrace pl
Crotty, Jennie Elizabeth	*Danbury*	47 Elm
Donohue, Elizabeth Regenia	*Westport* (Saugatuck)	
Fanton, Lena May	*Weston* (Westport)	406 Main
Keefe, Katharine Genevieve	*North Canaan* (E Canaan)	15 Willie
Larson, Hattie Christine	*Roxbury*	146 White
Lester, Mary Margaret	*Newtown* (Sandy Hook)	61 Maple av
Parmelee, Ethel Pearl	*Norwalk* (E Norwalk)	210 Main
Smith, Pauline Barber	*Bethel*	
Warner, Pearl	*Redding* (Bethel)	3 Spruce

11

Juniors

Adair, Emilie	*Norwalk* (S Norwalk)	
Barker, Jennie Louise	*Kent*	
Beach, Katharine Jane	*Litchfield*	46 North
Brockett, Elsie Maude	*Danbury*	37 North
Brush, Emma Rilla	*New Fairfield* (Danbury)	406 Main
Canfield, Grace Elizabeth	*New Milford*	
Carter, Jennie Marcia	*Bethel*	
Clark, Grace	*New Milford*	
Downey, Anna Josephine	*Stamford*	
Duncan, Margaret	*Stamford*	
Erdmann, Marie Susan	*Danbury*	25 Highland av
Ferris, Mary Sherwood	*Easton* (Long Hill)	138 White
Field, Ada Cutter	*Easton* (Stepney)	138 White
Flanagan, Margaret Collins	*Danbury*	8 Main
Gilbert, Jessie Mae	*Danbury*	37 North
Gillette, Mary Amelia	*Easton* (Bridgeport)	138 White
Johnson, Sylvia Nathalie	*Bridgewater* (New Milford)	
Judson, Mae Adele	*Bethel*	
Kennedy, Florence Eleanor	*New Haven*	64 Elm
Lee, Anna Elizabeth	*Danbury*	
McHan, Mae Frances	*Danbury*	94 Liberty
Marsh, Urania Hannah	*New Milford*	48 Maple av
Monroe, Anneta	*Danbury*	100 North
Ohlweiler, Magdalen Mary	*Bethel*	

name	town p o address	Danbury address
Owen, Winifred	*Wallingford*	77 Rose
Robertson, Elmina Alosia	*Danbury*	7 West Wooster
Salewski, Carolina Elzabeth	*Cornwall* (W Cornwall)	59 West
Scott, Edna May	*Greenwich*	146 White
Scott, Grace Darling	*Litchfield* (Bantam)	46 North
Senior, Theodora	*Danbury*	38 Division
Serre, Alice Norton	*Danbury*	166 White
Shepard, Harriett	*Danbury*	10 Balmforth av
Susnitzky, Ethel Harriet	*Danbury*	16 Center
Trelease, Mary Eakins	*Middlebury* (Waterbury)	138 White
Trieschmann, Martha Louise	*Canaan*	15 Willie
Wakeman, Angeline Fanton	*Newtown*	12 Brookside av
Wathley, Theresa Anna	*Kent*	
Wells, Florence Alice	*Greenwich*	146 White
Wilson, Bertha Fredericka	*Ridgefield*	
Yutzler, Florence Margaret	*Cornwall* (W Cornwall)	59 West

40

Summary by classes:

Senior class	11
Junior class	40
	51

ENROLLMENT BY TOWNS

Twenty-three towns are represented as follows:

Bethel	4	New Milford	3
Bridgewater	1	Newtown	2
Canaan	1	North Canaan	1
Cornwall	2	Norwalk	2
Danbury	15	Redding	1
Easton	3	Ridgefield	1
Greenwich	2	Roxbury	1
Kent	2	Stamford	2
Litchfield	2	Wallingford	1
Middlebury	1	Weston	1
New Fairfield	1	Westport	1
New Haven	1		

ENROLLMENT BY COUNTIES

	students	towns
Fairfield	35	12
Litchfield	13	8
New Haven	3	3
Total number resident students	51	

LIST OF NON-RESIDENT STUDENTS

name	home address	teaching address
Barrow, Adelaide	*Falls Village*	Falls Village
Brush, Mary Elizabeth	*Danbury*	
Burr, Lucretia Hattie	*Branford*	Branford
Carson, Dell Raymond	*Redding*	Bethel
Cathcart, Agnes	*New Canaan*	New Canaan
Chapman, Abby Williams	*Winsted*	Winsted
Clark, Mrs Howland A	*Meriden*	
Clark, Sarah Beatrice	*Litchfield*	Litchfield
Dehinden, Ophelia	*Seymour*	Seymour
Drury, Helen M	*Litchfield*	Litchfield
Duncan, Katharine J	*Ridgefield*	Ridgefield
Fields, Mary Agnes	*Norfolk*	Norfolk
Fry, John J	*Glenbrook*	Glenbrook
Hall, Ethel Maud	*West Hartland*	New Milford
Harding, Ada La Place	*Lyme*	Brockway
Harris, Catharine Whittaker	*Litchfield*	South Kent
Hatch, Bertha Emily	*New Milford*	Gaylordsville
Hatch, Mary Julia	*New Milford*	Brookfield
Hotaling, Nina Elizabeth	*Sharon*	Sharon
Ising, Harold Ernest	*Brooklyn New York*	
Jennings, Octavia Hamilton	*Ridgefield*	Ridgefield
Judd, Helen K	*Bethel*	Bethel
Lancaster, Mary E	*Oxford*	
Lawrence, Electa R	*Farmington*	Farmington
Lindeberg, Bessie S	*South Norwalk*	Banksville New York
Lounsbury, Bessie E	*Sharon*	New Canaan
Lynch, Alice M	*New Milford*	New Milford
Lynch, Mary A	*New Milford*	New Milford
McGoldrick, Agnes Helena	*Gaylordsville*	
McGoldrick, Anna M	*Gaylordsville*	West Morris
Malahan, Kate E	*Goshen*	North Goshen
Murphy, Jennie J	*Torrington*	Torrington
Odenkirchen, Vera	*New Haven*	New Haven
Packard, Mrs H Otto	*New Milford*	New Milford
Peacocke, Julia Marie	*Litchfield*	New Milford
Peet, Elizabeth Fuller	*Kent*	
Roraback, Jane A	*West Cornwall*	West Cornwall
St Germain, Ida M	*New London*	Waterford
Sanford, Lucy E	*Redding*	Redding
Sanford, Ruth	*Unionville*	Bristol
Scofield, Marjorie A	*New Canaan*	New Canaan
Sherman, Frederick P	*Stepney*	Stepney
Stearns, Caroline Frances	*Gaylordsville*	New Milford
Stearns, Winifred Maude	*Gaylordsville*	Kent

name	home address	teaching address
Stock, Mary Adaline	*Litchfield*	West Cornwall
Twing, Margaret H	*East Morris*	East Morris
Vick, Charlotte	*Mount Carmel*	Madison
Vick, Mary Irene	*Mount Carmel*	Wallingford
Voorhees, Carrie Callan	*Gaylordsville*	North Kent
Waterman, Florence	*New Milford*	New Milford
Webster, Laura V	*Waterbury*	Hotchkissville
Wetmore, Florence E	*Newtown*	Gaylordsville
Wetmore, Vivian Roberts	*Sandy Hook*	Southbury
Williams, Alma Learned	*Brookfield Center*	Newtown
Woodruff, Ada Gray	*Bridgeport*	Bridgeport
		55

Enrollment by towns

Thirty-three towns are represented as follows:

Bethel,	1	New Fairfield	1
Branford	1	New Haven	1
Bridgeport	1	New Milford	4
Bridgewater	2	Newtown	2
Brookfield	1	Norfolk	1
Cornwall	4	Norwalk	1
Farmington	2	Oxford	2
Goshen	1	Redding	2
Hamden	2	Sharon	2
Hartland	1	Sherman	5
Kent	1	Stamford	1
Litchfield	3	Torrington	1
Lyme	1	Waterbury	1
Meriden	1	Waterford	1
Monroe	1	Wilton	2
Morris	1	Winchester	1
New Canaan	2		

From without the state:

New York 1

Enrollment by counties

	students	towns
Fairfield	20	12
Hartford	3	2
Litchfield	21	11
New Haven	8	6
New London	2	2
	54	33

LIST OF SUMMER STUDENTS

name	home address	teaching address
Alexander, Esther M	*Hartford*	
Allen, I Z	*Portsmouth N H*	Watertown
Allen, Irene D	*Danbury*	
Andrew, S M	*Norwich*	
Andrews, Hazel G	*Bethel*	
Apollonia, S M	*Danbury*	
Barrow, Adelaide	*Edgewater N J*	Falls Village
Barton, Virginia A	*New Preston*	New Preston
Beane, H E	*Norway Me*	Poquonock
Beers, Alice Welton	*Danbury*	Danbury
Beers, Josephine W	*Danbury*	Danbury
Belden, Addie E	*New Hartford*	New Hartford
Benignius, S M J	*Danbury*	
Benham, Minnie	*Bethel*	Wilton
Bernardo, S M	*Hartford*	
Blake, Elizabeth	*Bethel*	Bethel
Blake, Ella M	*Danbury*	Danbury
Blakeslee, Alice E	*Torrington*	Torrington
Bowdy, Gladys Eugene	*Danbury*	
Boyd, Maude A	*Danbury*	Danbury
Brennan, Genevieve E	*Bethel*	Bethel
Brown, Blanche E	*Danbury*	Cornwall on Hudson N Y
Bunnell, Bertha	*Danbury*	Danbury
Burns, Katherine E	*Torrington*	Torrington
Burritt, Myra F	*Westport*	Westport
Campbell, Margaret	*Danbury*	
Carnes, Ethel L	*Waterville*	Waterbury
Carney, S J	*Danbury*	Danbury
Carson, Dell R	*Redding*	Bethel
Carter, Minnie E	*Bethel*	Stamford
Carver, Lillian Mabel	*Weston*	Weston
Chapman, Abby W	*Winsted*	Winsted
Clarissa, S M		
Clark, Edith M	*Glastonbury*	
Clark, Ida M	*Bristol*	Bristol
Clark, Maude B	*Glastonbury*	Plainville
Clark, Sarah B	*Litchfield*	Litchfield
Cleaveland, Florence	*Lakeville*	
Climarus, S M		
Coe, Emma M	*Waterville*	Waterbury
Colodney, Mary	*New Britain*	Somers
Condon, Eita C	*Torrington*	Torrington
Conklin, Carrie E	*Salisbury*	Salisbury
Cook, Mary Payne	*Wallingford*	Wallingford

name	home address	teaching addr
Costello, Margaret H	*Danbury*	Danbury
Crotty, Jennie E	*Danbury*	
Crowley, Katharine M	*Torrington*	Torrington
Cullen, Anna M	*Lakeville*	Lakeville
Cullen, Evangeline F	*Lakeville*	Salisbury
Dickinson, Ruby H	*South Britain*	East Hampton
Dunlap, Eula G	*Bethel*	New Milford
Durkin, Agnes M	*Danbury*	Danbury
Dyas, Jane	*Danbury*	Southington
Fahey, May C	*Springdale*	New Canaan
Farrell, S E	*Danbury*	Danbury
Fay, Anna M	*Danbury*	Danbury
Ferris, Eula M	*Westport*	Westport
Ferry, Jennie D	*Bethel*	Kent
Finley, Mary B	*Rockville*	Burnside
Finley, Virginia	*Rockville*	
Fitzpatrick, Agnes C	*Danbury*	New Milford
Fitzpatrick, Charlotte	*Ansonia*	Ansonia
Flood, Maggie	*Redding*	
Flood, Mary	*Redding*	
Foote, Fannie I	*Danbury*	Danbury
Francis, S M	*Hartford*	Hartford
Fredsall, Alice D	*Torrington*	
Fulton, Florence	*Danbury*	Driftwood Penn
Gage, Susan M	*Danbury*	Danbury
Giersch, A Grace	*Collinsville*	Avon
Gonzaga, S M Luis	*Norwich*	
Griffin, Margaret L	*Danbury*	Danbury
Gustafson, Esther Theresa	*Fairfield*	Westport
Hale, Frank Smith	*Mantic*	Simsbury
Hall, Ethel M	*West Hartland*	Southbury
Handley, Helen L	*Danbury*	Southington
Hatch, Edna M	*Danbury*	Danbury
Hawley, Helen B	*Danbury*	Danbury
Hennessy, Edna F	*Torrington*	Torrington
Hopkins, Ina R	*Danbury*	Danbury
Hotchkiss, Anna R	*Norfolk*	Norfolk
Howarth, Florence M	*Danbury*	Danbury
Hoyt, E Grace	*Danbury*	Danbury
Iffland, Florence A	*Torrington*	Torrington
Ives, Helen L	*Danbury*	East Haddam
Ives, Julia E	*Danbury*	Millbrook N Y
Jacobi, Minnie	*Falls Village*	Falls Village
Kane, Delia L	*Danbury*	Danbury
Keane, Cecilia A	*Bethel*	Stamford
Keane, Estelle	*Bethel*	Greenwich

name	home address	teaching address
Keane, Mary H	*Danbury*	Danbury
Keeler, Annie	*Danbury*	
Kelley, Harriet B	*New London*	Graniteville
Kelley, Josie A	*Torrington*	Torrington
Kelley, Mary J	*New Canaan*	New Canaan
Kerwick, Alicia	*Danbury*	Danbury
Kilcoine, Nora A	*Danbury*	Danbury
Kimball, Genenia Maud	*Terryville*	Terryville
Kyle, A D	*Bethel*	Danbury
Lamb, Grace R	*Groton*	Groton
Larson, Jennie Marie	*Roxbury*	Roxbury
Lewis, Carrie E	*Watertown*	Watertown
Lindeberg, Bessie S	*South Norwalk*	Mt Kisco N Y
Lynch, Alice M	*New Milford*	Brookfield
Lynch, Mary A	*New Milford*	New Milford
Lynch, Nora Catharine	*New Milford*	Roxbury Station
Lynn, F Ruth	*Bethel*	New Britain
McCue, L A	*Danbury*	
Mackenzie, M Evelyn	*Bethel*	Bethel
Madden, Ella M	*Danbury*	Danbury
Madden, Grace E	*Danbury*	Danbury
Malahan, Kate E	*Goshen*	North Goshen
Manning, Alice I	*Glastonbury*	Glastonbury
Manning, Etta M	*Glastonbury*	
Manning, Mary M	*Glastonbury*	Rocky Hill
Marsh, Sarah	*Sharon*	Sharon
Martin, Florence Mabel	*Moosup*	Plainfield
Martin, Louise	*Ridgefield*	Ridgefield
McDonnell, Katharine	*New Milford*	Kent
McGauley, Ella J	*Danbury*	
McGlynn, Irene C	*Ridgefield*	Ridgefield
McGoldrick, Anna	*Gaylordsville*	West Morris
McNamara, Josephine	*Ansonia*	Ansonia
Mead, Alice M	*Danbury*	Danbury
Moffitt, Margaret T	*Danbury*	Wilton
Moffitt, Mary J	*Danbury*	Georgetown
Moriarty, Catharine A	*South Manchester*	
Mortimer, Grace	*Danbury*	Danbury
Morway, May Lewis	*Watertown*	Watertown
Murphy, Angela E	*New Milford*	New Milford
Murphy, Catherine	*Brookfield Center*	Newtown
Murphy, Jennie J	*Torrington*	
Murphy, Lulu L	*Danbury*	Danbury
Murphy, Mary	*Brookfield Center*	Brookfield Center
Murray, Abbie J	*Danbury*	
Nash, Howard P	*Ridgefield*	Ridgefield

name	home address	teaching address
Northrop, Grace L	*Danbury*	Danbury
Noy, Jane I	*New Haven*	New Haven
O'Brien, Margaret A	*Torrington*	
Ohlweiler, Magdalen M	*Bethel*	Redding
O'Keefe, Ella	*Holyoke Mass*	Guilford
Parmelee, Ethel P	*East Norwalk.*	
Parsells, Sarah A	*South Norwalk*	Westport
Patee, Gussie W	*Bethel*	Bethel
Peacocke, Julia M	*Litchfield*	New Milford
Petronius, S M	*Thompsonville*	Thompsonville
Pierce, Elizabeth S	*Bridgeport*	Bridgeport
Pinkerton, S M	*Danbury*	
Platt, Ruth	*Shelton*	Oxford
Rasain, S M		
Raynor, Laura C	*Terryville*	Torrington
Redmer, Louise E	*Torrington*	
Reynolds, Dora J	*New Milford*	
Ringrose, Mary B	*New Britain*	New Britain
Ritzmann, Mabel	*Bethel*	Bethel
Robinson, E L	*Danbury*	Danbury
Robinson, Gertrude K	*Danbury*	Ridgefield
Rowan, Susan A	*Shelton*	Shelton
Russell, Alice A	*Ellington*	Somers
Ryan, Elizabeth A	*Danbury*	Danbury
Ryder, Agnes M	*Danbury*	Darien
Sadler, Edward T N	*New Bedford Mass*	East Hampton
St Germain, Ida M	*New London*	Waterford
Scheanblum, Rachel	*Danbury*	
Scofield, Marjorie A	*New Canaan*	New Canaan
Scollin, Anna E	*Danbury*	Danbury
Seery, Kate	*Waterbury*	
Selleck, Amelia L	*Middletown*	Unionville
Seymour, Bertha A	*Hartford*	Hartford
Shannon, Rose M	*Danbury*	Ridgefield
Sherman, Vivia B	*Danbury*	Danbury
Shields, Julia A	*Danbury*	
Slack, Grace F	*Bethel*	
Slack, Helen Louise	*Bethel*	
Slade, Myla I	*Barkhamsted*	Barkhamsted
Smith, Agnes A	*Suffield*	Bloomfield
Stanley, Mary E	*Meriden*	
Starr, Millie S	*Bethel*	Marion
Steele, Agnes M	*Bridgeport*	Bridgeport
Stevens, Lucy M	*Danbury*	
Stevens, M J	*Danbury*	
Stone, Edwin B	*Brooklyn*	Darien

name	home address	teaching address
Stow, Carolyn M	*Plainville*	Collinsville
Strong, Nellie L	*New Britain*	Middletown
Stuart, Alice C	*Danbury*	Danbury
Sutherland, Bertha	*East Litchfield*	East Litchfield
Thorpe, Cora L	*Unionville*	Unionville
Tillinghast, Amy R	*South Killingly*	Moosup
Toole, Margaret B	*Worcester Mass*	Worcester
Tracy, Mary T	*Yantic*	Yantic
Treadwell, Bessie L	*Westport*	Wilton
Twing, Margaret H	*East Morris*	East Morris
Vick, Mary I	*Mount Carmel*	Madison
Voorhees, Carrie C	*Gaylordsville*	
Wadhams, Edith W	*Thomaston*	Bethel
Waite, M Lucia	*Melrose Mass*	Putnam
Wakeman, Minnie L	*Northfield*	Watertown
Walsh, Ella C	*Ansonia*	Ansonia
Walsh, Julia A	*Ansonia*	Greenwich
Walsh, Mary A	*Ansonia*	Ansonia
Wanzer, Carrie E	*Danbury*	Waterbury
Ward, Helen C	*Danbury*	Danbury
Weinstein, Edna	*Danbury*	
Weston, Susan M J	*Waterbury*	Waterbury
Wheaton, Florence M C	*Burnside*	Burnside
Wheeler, C E	*Berlin Mass*	Salisbury
Whitely, Margaret Timms	*Danbury*	
Woodruff, Ada Gray	*Bridgeport*	Bridgeport
		208

ENROLLMENT BY TOWNS

Sixty-three towns are represented as follows:

Ansonia	5	Fairfield	1
Barkhamsted	1	Farmington	1
Berlin	1	Glastonbury	5
Bethel	18	Goshen	1
Bridgeport	3	Groton	1
Bristol	1	Hamden	1
Brookfield	2	Hartford	4
Brooklyn	1	Hartland	1
Canaan	1	Huntington	2
Canton	1	Killingly	1
Cornwall	1	Litchfield	3
Danbury	64	Manchester	1
East Hartford	1	Meriden	1
East Lyme	1	Middletown	1
Ellington	1	Morris	1
Enfield	1	New Britain	3

New Canaan	2	Sharon	1
New Fairfield	1	Sherman	2
New Hartford	1	Southbury	1
New Haven	1	Stamford	1
New London	2	Suffield	1
New Milford	6	Thomaston	1
Norfolk	1	Torrington	11
Norwalk	3	Vernon,	2
Norwich	3	Wallingford	1
Plainfield	1	Washington	1
Plainville	1	Waterbury	4
Plymouth	2	Watertown	2
Redding	3	Weston	2
Ridgefield	3	Westport	2
Roxbury	1	Winchester	1
Salisbury	4		

Enrollment by counties

	students	towns
Fairfield	109	15
Hartford	22	13
Litchfield	40	18
Middlesex	1	1
New Haven	14	7
New London	7	4
Tolland	3	2
Windham	3	3

From without the state:

Maine	1
Massachusetts	4
New Hampshire	1
New Jersey	1
	7
Address not given,	2

Summary

Total number resident students	51
Total number nonresident students	55
Total number summer students	208
Number children in training schools	442

LIST OF GRADUATES OF THE NORMAL SCHOOL AT DANBURY

1906

name	home address	town where teaching
Barnum, Lydia Chambers	*Danbury,* 24 New st	Danbury
Beers, Alice Welton	*Danbury,* Padanaram ave	Hartford
Benedict, Bessie Stuart	*Philadelphia,* Penn	
Carter, Minnie Esther	*Bethel,* R F D 24½	Stamford
Clack, Alice Maude Mary	*Wallingford,* 40 Lake st	Westport
Cords, Clara Estella	*Bethel,* 27 Elm st	Greenwich
Costello, Margaret Helen	*Danbury,* South st	Danbury
Evans, Ida May	*Bethel*	Torrington
Fitzpatrick, Agnes Cecilia	*Danbury,* 9 West Wooster st	New Milford
Handley, Helen Louise	*Danbury*	Danbury
Hazlett, Minnie Jeanette	*Danbury,* 5½ Henry st	(business)
Howarth, Florence May L	*Danbury,* 8 Durant st	Danbury
Ives, Helen Lockwood	*Danbury,* 103 Elm st	Stamford
Kernick, Cunegunde Anna	*Danbury,* 63 Town Hill ave	Danbury
Kilcoine, Norel Agnes	*Danbury,* 19 Fairfield ave	Danbury
Lynn, Frances Ruth	*Bethel*	New Britain
McCue, Lucy Amanda	*Danbury,* 15 Main st	not teaching
McGetrick, Mary Josephine	*Danbury,* 61 Grand st	(business)
Mackenzie, Martha Evelyn	*Bethel*	Bethel
Madden, Eleanor May	*Danbury,* 3 Crane st	Danbury
Madden, Grace Estelle	*Danbury,* 3 Crane st	Danbury
Meaney, Anna Bainbridge	*Danbury,* 89 Town Hill ave	Danbury
Moody, Pansy Evelyn	*Thompsonville* (Enfield),	Enfield
Morrison, Hannah Hazlette	*Bethel*	not teaching
Murphy, Lulu Lauretta	*Danbury,* 135 Triangle st	Danbury
Murray, Abigail Josephine	*Danbury,* 16 Stillman ave	Bloomfield
Olmstead, Pauline Isabel Mrs Truman Fox	330 North Willow st Waterbury	
Patee, Gussie Wicker	*Bethel*	Bethel
Shannon, Sarah Cecilia	*Danbury,* 52 Lincoln ave	(business)
Shields, Julia Anastasia	*Danbury*	Danbury
Stevens, Clara Camilla Mrs Charles Smith	*Danbury,* 118 Rose Hill	
Troy, Mary Josephine	*Bethel,* 35 Grassy Plain st	Bethel
Weinstein, Edna Bertha	*Danbury,* 89 West st student Pratt Institute Normal Art	
Williamson, Elizabeth Reid Mrs. Harry Brownlow	Danbury	Danbury

1907

name	home address	town where teaching
Anderson, Myrtle May	*Stamford,* 181 North st	Stamford
Beers, Josephine Wildey	*Danbury,* 26 New st	Danbury
Blackburn, Julia Lauretta	*Danbury,* 72 Elm st	Waterbury
Bronson, Merwin Seymour	*Roxbury*	(business)
Cassidy, Mary Elizabeth	*Norwalk,* 51 Cross st	Westport
Cleaveland, Florence May Agnes	*Salisbury* (Lakeville)	Beacon Falls
Dyas, Jane Ursula	*Danbury,* 1 Prospect st	Southington
Ferriss, Gladys Tappen	*New Milford*	Torrington
Fitch, Alice Alta	*Norwalk,* 116 Main st	Norwalk
Hall, Mary Elsie	*New Milford*	New Milford
Hand, Gertrude Helena	*Danbury*	Danbury
Hanna, Grace Helena	*Norwalk*	Norwalk
Hayes, Marion Elizabeth	*Norwalk,* 14 Belden ave	Huntington
Keane, Estelle Rowe	*Bethel*	Greenwich
McDonald, Martha Teresa	*Bethel*	not teaching
Northrop, Sarah Emeline	*Bridgewater*	Somers
Ritchie, Janie Kathleen	*Danbury*	Monroe
Rusk, Hazel May	*Norwalk,* 16 Wilton ave	Norwalk
Ryder, Agnes Marie	*Danbury,* 30 Padanaram ave	Monroe
Scudder, Emma L	*New Fairfield* (Danbury)	not teaching
Seymour, Susan Edyth	*Norwalk,* 25 West st	Norwalk
Sheehan, Clare Anna	*Wallingford*	Wallingford
Soule, Bessie Laura	*New Milford*	Somers
Starr, Millie Stone	*Bethel*	Woodbury
Sturges, Helen Elizabeth	*Wilton*	Norwalk
Warner, Lois Chloe	*Woodbury,* R F D	Woodbury
Warren, Elsie Northrop	*Norwalk*	Norwalk
Weeks, Marion Hart	*Norwalk,* 134 Main st	Norwalk
Whitely, Margaret Timms (Mrs)	*New Milford* (Danbury)	

1908

name	home address	town where teaching
Beard, Bertha Grace	*Bethel*	Stratford
Creighton, Genevieve Grace	*Norwalk*	Norwalk
Deloy, Louise Mabel	*North Canaan*	Southington
Donohue, Joanna	*Litchfield*	New Milford
Drury, Katherine Angela	*Litchfield*	Litchfield
Evans, Clarice	*New Milford*	Stratford
Fitzgerald, Flora Loretta	*Tuckahoe* N Y	Tuckahoe, N Y
Glover, Harriet M	*Dundee* N Y	New York city
Hager, Mabel Gertrude	*Danbury*	New Milford
Hill, Mary Elvira	*Redding*	Norwich
Kavasch, Emilie Susan	*Danbury*	Danbury
Keane, Gertrude Skiffington	*Bethel*	Ridgefield
Lawrence, Edna May	*Bethel*	Bridgewater
LeDan, Alice Dorothea	*Danbury*	Watertown
McGauley, Eleanor Josephine	*Danbury*	Westport
Melvin, Dorothy Agnes	*Bethel*	Stratford
Murphy, Mary Gwendolyn	*Norwalk*	Norwalk
Nickerson, Helene Davis	*Redding*	Southington
Pryer, Edith Adele	*Norwalk*	Norwalk
Scheanblum, Rachel Mary	*Danbury*	Westport
Smith, Harriet Elizabeth	*Danbury*	Danbury
Wakeman, Charlotte Julia	*Danbury*	Ridgefield
Wanzer, Carrie E	*Danbury*	New Hartford

Form of certificate to be given by high school principals to graduates wishing to enter the normal school.

This Certifies

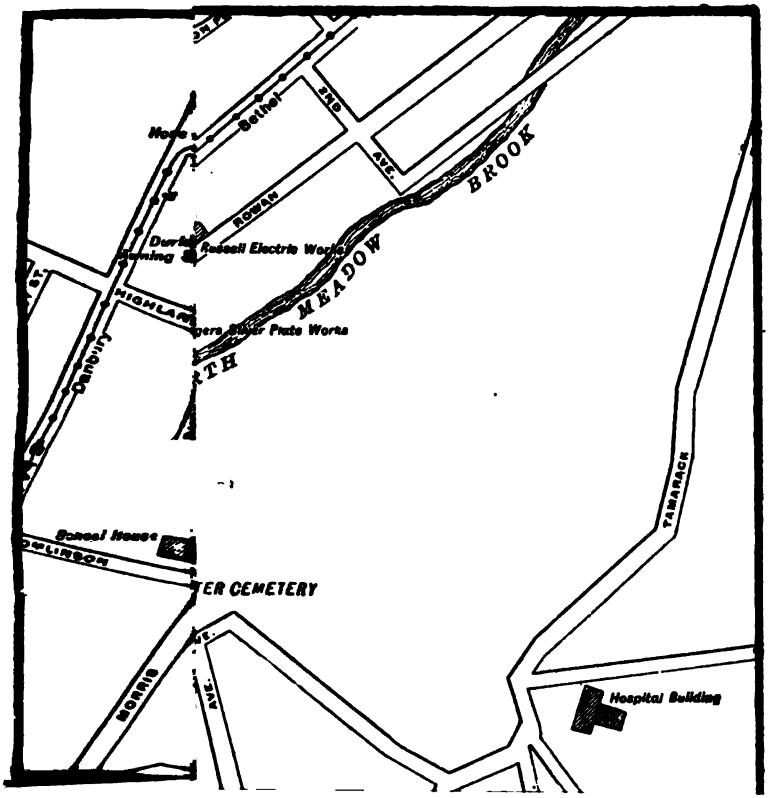
That of

is a graduate of a years course in the

high school, and that she is a suitable person in character, talents and attainments to be received as a pupil in the state normal school at

Principal

———————————190


Bethel
2ND
AVE.
ROWAN
BROOK
MEADOW
HIGHLAND
Cambria
Russell Electric Works
Poorhouse
TAMARACK
ER CEMETERY
MORRIS
AVE.
Hospital Building

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CONNECTICUT SCHOOL DOCUMENT

No 17—1908

(WHOLE NUMBER—318)

CATALOGUE

GRADUATES

STATE NORMAL-TRAINING SCHOOL

WILLIMANTIC CONNECTICUT

1891-1908

1908

THE NEW YORK
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1908

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GEORGE M CARRINGTON	Winsted
WILLIAM G SUMNER	New Haven
EDWARD D ROBBINS	Wethersfield
WILLIAM H PALMER	Norwich

ASAHEL J WRIGHT *Chief clerk*

November 1908

LIST OF GRADUATES

OF THE

NORMAL SCHOOL AT WILLIMANTIC

The teaching address is in each case given below the name.

1891

name	home address	
Anthony, Nellie B		
Mrs John M Gager Willimantic 350 Windham rd		
Armstrong, Sarah M	*Jewett City*	
Not teaching		
Barton, Lucie D		
Mrs John C Wells East Hampton		
Beckwith, Lottie A	*Providence*	37 Parade
Not teaching		
Brigden, Lucilla P		
Mrs James A Hulse Newark N J 225 Grafton av		
Carpenter, M Carabelle	*Willimantic*	324 Valley
Not teaching		
Damon, Edith M		
Mrs Howard M Smith Richmond Va 312 N Fifth st		
Frink, Cornelia F		
Mrs Wm G Tarbox Norwich 33 Grove st		
Fuller, Alice H		
Died May 1903		
Garde, Edith A	*Norwich*	
Mrs Walter E Canfield Norwich 49 Fairmount st		
Green, Carrie M	*Plainfield*	
Not teaching		
Holmes, Marianne E		
Mrs Frank A Comstock New London 720 Williams st		
Hull, Emma L	*Willimantic*	251 Summit
Jewett City		
*Johnson, Carrie A		
Mrs Marshall J Porter		
Landon, Kate H	*Norwich*	29 Treadway av
Everett Mass 18 Gilmore st		
McCoy, Nellie J	*New Bedford Mass*	74 Walnut
Mitchell, Elizabeth	*Chapinville Mass*	
Not teaching		

* Not heard from

name home address

Newell, Edna A *South Coventry*
South Coventry
Robinson, Annie M *Noroton Heights* Soldiers' Home
Not teaching 201 E 23d st N Y Ophthalmic Hospital
Spencer, Florence M *Hartford* 18 Chapel
Hartford
Walsh, Mary A
Mrs E Pearson Norwich Central av
Wood, Isabella S
Mrs James W Stapp Sherwood N Dakota R D 2

1892

Abell, Anna E
Mrs Edward C Hall Union City
Avery, Mary A
Mrs A W Gates Willimantic 33 Spring st
Babcock, Sadie L *Stonington*
Bacon, Mary C
Mrs Gould S Higgins North Haven Box 125
Boardman, Alice E
Mrs Samuel Rhodes Philadelphia 2430 So Bouvier st
Bonney, Jennie G *Norwich Town* 16 Huntington lane
Not teaching
Bowen, Bessie A
Mrs Frederick L Vaughan Worcester Mass 110 Elm st
Campbell, D Frances *Windham*
Salem Mass 256 Lafayette st
Collins, Bertha E
Mrs George S Gadbois New London 231 Pequot av
Collins, Eugenie *Willimantic* 85 Walnut
Ivoryton
Durfey, Lucy G
Mrs John M MacDougall Norwich 308 Central av
Fish, Alice B *Union City*
Union City
Gadbois, Anna M
Mrs Geo E Mortimer Moosup
Hamlin, Mary W *Hartford* 71 Russ
Hartford 2d North school
Hansen, Katherine P
Mrs Herbert W Sweet, Lebanon
Huntington, Lillie L *Hartford* 499 Albany av
Hartford Northeast school
Lovett, Annie L
Mrs John A Reeve Burlington
Lyman, Mary F *Norwich* Box 57
Macfarlane, Clara C
Mrs Herbert T Clark Mansfield Center
Norton, Edith S
Mrs Charles Ernest Shipman Meriden 100 Ann st
Noyes, Fannie
Mrs Jas E Lord Stonington R F D 1

name home address

Pinney, Grace G
Mrs Irving G Baker Springfield 11 Frost st
Sadd, Nellie M
Mrs Myron J McKowen Brockton Mass 213 Prospect st
Smith, Mary L
Mrs Chas H Webster Willimantic 237 Valley st
Storrs, Marion *Mansfield Center*
Thompsonville
Swan, Nellie F
Mrs J W Chapman Clinton

1893

Andrews, Carlota
Mrs Fred Rathbone died ——
Avery, Eliza W *Norwich* 14 Perkins av
Not teaching
Beckwith, Alice M
Mrs W M Anderson New London Blackhall st
Beebe, Lina H *East Hampton*
Manchester
Bliss, Frances M *Eagleville*
Mansfield Center
Broderick, Ellen M *Willimantic*
Normal school New Haven
Case, Edward R *Norwich Town*
Frye, Alice *Willimantic* 383 Jackson
Moosup
King, Frank S *Lebanon*
Died August 1905
Kloppenburg, Eleanor
Mrs Frederick C Eager Waterford R F D 2
Larkin, Clara A
Mrs Frank J Sherman Windham
Leffingwell, Ida G *Stepney Depot* R F D 14
Mrs John W Sherwood Stevenson
McClellan, John W *Broad Brook*
Broad Brook
Norton, Hannah M
Mrs Henry Lewis Bock Jackson Mich 416 W Main st
Noyes, C Winfield *Willimantic* 278 Prospect
Not teaching
Porter, Helen M
Mrs Chas L Torrey Putnam
Stearns, Ella R
Mrs Clarence E Simonds Willimantic 21 Church st
Turner, Edith L
Mrs Charles Mitchell New Bedford Mass 74 Willis st

1894

Andrews, Mary E
Mrs George Karrmann Summit R I
Bass, Harriet M *Scotland*
Willimantic 79 Maple av

name	home address	
Boynton, Sarah I	*South Coventry*	
Brierley, Grace E	*Willimantic*	21 Oak
Not teaching		
Brown, Bessie A	*North Stonington*	
Hartford 889 Asylum av		
Chapman, Ella S		
Mrs Theodore H McCray Ellington Box 8		
Colburn, E Gertrude	*South Coventry*	
So Coventry		
*Flint, Georgianna	*Willimantic*	
Frawley, Bertha C		
Mrs David A Bridge Hazardville		
Gleason, Hattie A		
Mrs H W Taylor Forestville		
Greene, Alice L	*Norwich N Y*	17 Mitchell
Not teaching		
Harris, Elfie L		
Mrs Charles H Preston Jr Waterbury 24 Wyman st		
Jones, Gladys M		
Mrs George Tracy Loomis Colchester R F D		
Jones, Inez D		
Mrs Fred H Crane Kensington R F D		
Jordan, Mary S	*Willimantic*	94 North
New Haven 274 Edgewood av		
Kelley, Marcella M	*Norwich Town*	210 W Town
Yantic		
Kelley, Mary M		
Mrs James E Ryan Ridgefield		
Kinney, Florence M		
Mrs Otis K Luscomb Allston Mass		
Livingstone, Alice M		
Mrs Arthur V Woodworth Danielson		
Potter, Orrie P		
Mrs Albert E Anthony Mansfield Center		
Satterlee, Amy B	*Gales Ferry*	
Watertown		
St John, Delia E	*Norwich*	168 W Thames
Webster Mass		
Thomas, Augusta M	*Willimantic*	130 Chapman
South Windham		
Turner, Alice May	*Willimantic*	98 Windham
Not teaching		
White, Daisy	*Turnerville*	
Gilead		
Wood, Cora M		
Mrs Charles W Perkins Versailles		

1895

Backus, Annie E	*Willimantic*	13 Turner
Not teaching		
Ballard, Laura C		
Mrs Merton Luther Child Wilsonville		

name	home address	
*Brown, Ella M	*Merrow*	
Brown, Hattie B Groton	*Gales Ferry*	
Campbell, Anne N New London Harbor school	*New London*	16 Brooks
Chapman, John Lee Jr Central Village		
Dimmick, Maud E Waterbury 14 State st	*Willimantic*	
Dwight, M Grace Mrs Marshall Bevin East Hampton		
Kellogg, Maud M Mrs Albert H Slayton Morrisville Vt		
Miller, Leonora E Mrs Ernest P Rose Westerly R I 32 Liberty st	*Norwich*	10 Stetson
Murphy, Susan T Willimantic Natchaug school	*Willimantic*	465 Main
Noyes, Edgar W Died January 9 1900		
Perkins, Annie L Manhattan Public school 58	*New York City*	620 W 135th
Ritchie, Maude F Mrs Bernard Devlin Albany N Y 101 N Pine av		
Robertson, George H Not teaching	*South Coventry*	
Scoville, Alice D Mrs John E Stoughton Windham		
Shea, Mary A Not teaching	*Willimantic*	27 Union
Sibley, Mary M Mrs Herbert N Loomis New Britain 12 School st		
Stone, Grace G Mrs Elmer Wooster Platt New Haven 356 Winthrop av		
*Suydam, Gertrude L	*New Hartford*	
Talbot, Rose A Died March 7 1896		
Tripp, Annie I Ballouville	*Central Village*	
Wright, Lulu May Mrs William K Pike Danielson		

1896

Alford, Alice M Not teaching	*Willimantic*	196 Prospect
Arnold, Grace Mrs Arthur C James Newington Junction		
Bass, Egbert A Not teaching	*Andover*	
Browne, Kathryn L Mrs A G Rowland Hartford		
Carpenter, Bertha Mrs Arthur E Baker Bridgeport 59 Buckingham st		

name home address

Fuller, Alice M
Mrs Irving L Cary Hartford 43 Huntington st
Hanna, Grace L *Stonington*
Mrs Benjamin S Cutler Stonington
Hayes, Elizabeth T *Norwich* 86 Oakridge
Norwich Falls school
Ives, Rosa J
Mrs Ernest Huntly Niantic Hill
Kingsbury, Myrtice *Thompson*
Willimantic 46 Windham st
Mason, Alice E
Mrs Stephen P Brown Willimantic Box 81
Murray, Mary L *Willimantic* 195 Jackson
Bridgeport 150 Hough av
O'Neill, Frances T *Willimantic* 201 Jackson
Not teaching
*Perkins, Frank E *Plainfield*
Remington, Clara Edna
Mrs Charles W Tryon Willimantic 153 Church st
Stanley, Louis H *Hartford* 113 Oak
Hartford Lawrence street school
Sugrue, Agnes C *Vinton's Mills*
Mrs William L Hartnett So Windsor
Sullivan, Bridget A *Willimantic* 81 South
Guilford Box 86
Sullivan, Cecelia M
Mrs Robert Beardsley Waterbury 28 Arch st
Tracey, Coral E
Mrs Everett M Thorne Hartford 215 Franklin av
Turner, Rose S
Mrs Henry W Lanz Norwich 314 Central av
Wheeler, Elizabeth L
Died April 7 1901
Wilcox, Wells S *Milo Maine*
Not teaching
Williams, Mary A
Mrs John L Chapman Central Village

Kindergartners

Dimock, Jessie M
Mrs George E Gifford Willimantic 260 Summit st
Keeney, Katie
Mrs H C Lathrop Windham

1897

Bassett, Myra H
Mrs Charles A Tillinghast Danielson
Blaisdell, Edna S
Mrs Louis W Button Rocky Hill
Britner, Annie B
Mrs Henry W Kingsley Franklin

name home address

Chappell, Emma J
Mrs Herbert A Bixby East Woodstock
Clark, Teresa B *Stafford*
Greenwich
Courtney, Margaret T
Mrs James H Hurley Willimantic 194 North st
*Cross, L Howard *Central Village*
Hatheway, E Marion *Willimantic* 191 Prospect
Not teaching
Hopkins, Callie E
Mrs Edmund W Ellison Willimantic
Jack, Katherine
Mrs Herbert H Spaulding Willimantic 112 North st
James, Alice E *North Haven*
Mrs Robert E Stearns Willimantic Box 238
Little, Cora P
Mrs Henry B Hutchins Chestnut Hill
McMillan, Elizabeth *Norwich* 544 Boswell av
Hartford Washington street school
*Noonan, Ella M *Stonington*
Palmer, Amelia P
Mrs Charles E North Montclair N J 147 Park st
Park, Villa M
Mrs Walter W Rich Putnam 231 School st
Peck, Maria D *Colchester*
Greenwich
Richardson, Ada I
Mrs Wm H Burlingham Willimantic 84 Prospect st
Stone, Mabel E
Mrs Charles H Caswell Willimantic 40 Johnston av
Torrey, Emily I *Plantsville*
Mrs Charles H Walker Southampton N Y
*White, Fannie H *South Coventry*
Whitford, Lena E
Honolulu Hawaiian Islands high school
Woodward Alice M
West Hartford

Kindergarten Course

Bennett, Helen E
Mrs Chester MacGregory Brooklyn N Y 550 E 9th st
Bishop, Fannie A *Norwich* 7 Huntington pl
Willimantic Windham street school

Advanced Professional Course

Doring, Jessie *Brooklyn N Y* 950 Marcy av
Brooklyn N Y Adelphi academy
Palmer, Sarah T *Pendleton Hill*
Pilling, Mary E *South Norwalk* 6 Burbank
Stevens, Caroline A *Norwich* 53 Uncas
Norwich

1898

name	home address	
*Ayer, Mary L	*Norwich Town*	
Barrows, Fannie S	*Stonington*	
Brooklyn N Y Froebel academy		
Bradford, Harriet B		
Mrs Elisha B Mead Greenwich 24 E Elm st		
Britton, Annie C	*Willimantic*	61 Oak
Not teaching		
Brown, Laura S		
Died January 1899		
Burke, Katherine R	*Holyoke Mass*	114 Nonotuck
Holyoke Mass		
Bushnell, J Clement	*Norwich Town*	
Farmington		
Clarke, Leone G	*Willimantic*	95 Spring
Not teaching		
Daley, Celia M	*Moosup*	
Moosup		
*Daniels, Inez A	*Mendon Mass*	
Dickey, Alice F		
Mrs Charles J Abell Norwich Town		
Dyson, Helen Elizabeth	*Providence R I*	275 Vermont av
East Orange N J		
Fisk, Mary E	*Stafford Springs*	
So Manchester		
Hall, Phila H	*Westford Vt*	
Westford Vt		
Jackson, Jane		
Mrs E Frank Barrett Naugatuck 469 Rubber av		
Jacobs, Hattie A	*Willimantic*	100 Bolivia
Willimantic Natchaug school		
Keleher, Mary L	*Westerly R I*	20 Noyes av
Westerly R I		
Lathrop, Gladys L	*Willimantic*	14 Turner
Not teaching		
Leavey, Kate E		
Died 1903		
Lee, Mary A	*Willimantic*	72 Chapman
East Hartford		
*Lynch, Elizabeth G	*Norwich Town*	
Martin, Julia L	*Chaplin*	
North Windham		
McClimon, Annie M	*Norwich*	R F D 3
Winsted 42 Walnut st		
*McGrath, Elizabeth C	*Mystic*	
McNamara, Lizzie I		
Mrs John L May Westerly R I		
Mitchell, May		
Mrs George P Bard Stafford Springs		
Nelson, Mary E		
Mrs David W Mann Franklin Mass 95 Union st		

name home address

Perran, Louise B *Norwich Town*
Brooklyn N Y 410 E 8th st
*Noyes, Lena B
Oddie, Florence M
Mrs Edward Preston Lisbon
Pegrum, Minnie T *Fairfield Ohio*
Montclair N J 199 Walnut st
Rathbun, Bessie M
Mrs Willis H De Wolfe New Britain West Main
Rice, Winifred E *Burlington Vt* 61 Greene
Burlington Vt Adams school
Ring, Hannah H
Mrs William J Green Norwich 64 Washington st
Roraback, Grace M *Canaan*
New Haven Orange street school
Rose, Eleanor
Mrs Robert C Rose Bedford Park N Y City 3012 Woodlawn rd
Spitz, Rose
Mrs Fred Damon Willimantic 69 Turner st
Street, Daisy M
Mrs C W Cady Rockville 88 Union st
Trickey, Lola M
Mrs Thomas C Ham Oklahoma City
*Woisard, Anita R *Norwich*
Woodward, Jessie C *Rockville*
Windsor

KINDERGARTEN TRAINING CLASS

*Attleton, Martha L
Colorado
Cassidy, Rose M
Mrs J Edward Driscoll Norwich 42 Church st

PRIMARY TRAINING CLASS

Bennett, Helen E *Norwich Town*
Mrs Chester MacGregory Brooklyn N Y 550 E 9th st
Bishop, Fannie A *Norwich* 7 Huntington pl
Willimantic Windham street school

1899

Baldwin, Jessie M *Willimantic* 115 Prospect
Trenton N J New Jersey state schools
Bass, Mary F *Willimantic* 191 High
Yarmouth Port Mass
Bell, Nellie E *Rochester N Y* 52 Kenwood av
Rochester N Y
Bitgood, Grace E
Mrs Nathan D Prince Danielson
Buchanan, Annie W *Mansfield*
Storrs

name	home address	
Buck, Katherine Lincoln		
Mrs Henry W Holbrook Palmer Mass		
Carver, Katherine H	*Colchester*	
Meriden 44 Cook av		
Chapman, Julia Maude		
Mrs William D Harris New London 15 Garfield av		
Cook, Harriet A.	*Norwich*	15 Treadway av
Norwich Hobart avenue Parochial school		
Crandall, Pansy		
Mrs Hubert G Dart Montville		
Davies, E. Maud	*Norwich*	89 Asylum
Hartford Washington street school		
Dickson, Susan M		
Died May 7 1908		
Foster, Dorothy Edith	*Putnam*	
Not teaching		
Fuller, Blanche		
Mrs George L Ingalls Norwich		
Grady, Annie T	*Roxbury Station*	
Mrs Charles H Sullivan New London		
Guinan, Elisabeth M	*Hartford*	16 Sherman
Hartford South school		
Hallen, Adeline S	*Lebanon*	
Warehouse Point		
Hinckley, Elinor	*Hartford*	13 Arnoldale rd
Not teaching		
Holcomb, Elizabeth A	*Hartford*	60 Cheney bldg
Not teaching		
Huntington, Lenora M		
Mrs Edward L Wilcox So Coventry		
Lanpher, Rachel	*New London*	15 Parker
New London		
Litchfield, Delia C	*Hampton*	
Portland		
McCloud, Agnes	*Norwich*	98 Summit
Norwich West Chelsea district		
Manning, Mary R		
Mrs George E Briggs Kingston R I		
Melville, Grace L		
Mrs Albert H Boardman Westerly R I		
Millea, Elizabeth M	*Norwich*	357 Main
Not teaching		
Mullin, Lucy G	*Norwich*	19 Warren
Norwich		
*Mulvey, Helen V	*Willimantic*	47 Winter
Murphy, Mary J	*Norwich*	185 Mt Pleasant
Norwich Mt Pleasant street school		
Neff, Carolyn G		
Mrs Charles Froidevaux Collinsville		
Northam, Agnes B	*Haddam Neck*	
East Haven Union grammar school		
Palmer, Clara M	*Norwich*	Greeneville Station Box 24
Wales Mass		

name	home address	
Perkins, Anabel		
Mrs Louis M Stevens Westbrook		
Phillips, Nettie Z	*West Woodstock*	
Putnam		
Porter, Edith M		
Mrs W H Kimball East Thompson		
Putney, Allie Ursula	*New Boston*	
New Boston		
Quinn, Mary A	*Hartford*	25 Spring
Willimantic Windham street school		
Sharpe, Alice E		
Mrs Charles W Johnson Pomfret		
Sherman, Elizabeth A	*Norwich*	10 Mountain av
Willimantic Windham street school		
Shumway, Flora M		
Mrs O C VanDerVort Rensselaer N Y 937 First st		
Stearns, Jennie Vera	*Andover*	
East Orange N J		
Taylor, Harriet M	*Willimantic*	193 Church
Northampton Mass 10 Jewett st		
Thurber, Grace M	*Brooklyn*	
Lowell Mass 52 Fourth st		
Tilden, Belle Elmira		
Mrs Herman Pike Died April 1905		
Welch, Anna L	*Versailles*	
Versailles		
*Wescott, Addie M		

KINDERGARTEN TRAINING CLASS

Dickerman, Eva L	*New Haven*	270 Alden av
Fleetwood, Clara H	*New Haven*	22 Trumbull
New Haven Forbes Chapel kindergarten		

1900

Barry, Helen T	*Norwich*	72 Summit
Hartford		
Bissell, Alice G	*Willimantic*	211 North
Boden, Caroline	*Willimantic*	20 Chestnut
New Haven 238 Grand av		
Brigham, Abigail W		
Mrs Henry Hopkins Macon Georgia		
Carpenter, Ethel L		
Mrs George O Upham North Ashford		
Casey, Julia A	*Naugatuck*	111 Cherry
Naugatuck Beebe street school		
Chaffee, Gertrude A		
Mrs Charles A Thayer Central Falls R I 106 Cross st		
Chandler, Emma S	*Willimantic*	
Not teaching		
Chandler, Jennie M	*Willimantic*	
Dobbs Ferry on Hudson N Y		
Chesebro, Grace E		
Mrs A C Slade Stonington 66 Elm st		

name	home address	
Cleaveland, Blanche E	*Stafford Springs*	
Not teaching		
Freeman, Carrie J	*Willimantic*	126 Union
East Orange N J Nassau school		
Galligan, Mary A	*Norwich*	482 Main
Norwich West Town street school		
Gordon, Clara J		
Mrs Louis O Potter Norwich 224 Central av		
Gray, Rose E	*Killingly*	
Mrs Frank P Fenton Willimantic 31 Bellevue st		
Hazard, Amey A	*Westerly R I*	
Westerly R I Elm street school		
Hinckley, Mary F	*Norwich*	32 Alice
West Springfield		
Irving, Helen G	*West Mystic*	
Oneonta N Y normal school		
Loomis, Caroline B	*Liberty Hill*	
Mrs Edward J Tryon Willimantic 41 Spring st		
Lyon, Bertha E	*Montville*	
Montville		
McComb, Elizabeth		
Mrs Robert S MacDougall East Greenwich R I		
McGowan, Mary E	*Watertown*	Box 238
Waterville		
Meunier, Irma T	*Waterbury*	66 Wolcott
East Orange N J		
Murphy, Mary A	*Bozrahville*	
Moosup		
Ollweiller, Josephine		
Mrs R M Delagrange Stonington		
Palmer, M Anabel		
Mrs James R Smith Wattsburg Pa		
Perkins, Alenda M		
Mrs J Deloraine Conant Willimantic 49 Chestnut st		
Potter, Sara Alice		
Mrs Fitz Henry Paine West Roxbury Mass 42 Mt Vernon st		
Reed, Alice M		
Mrs Clarence D Walker Tufts college Mass 349 Boston av		
Smith, Rose F	*Colchester*	
Putnam		
Stanton, Ella C		
Mrs M Joseph Twomey Portland Maine 14 Wilson st		
Stearns, C Mildred	*Willimantic*	
Pawtucket R I		
Sullivan, Mary F	*Willimantic*	98 Chapman
Windham Center		
Thatcher, Minnie S	*Central Village*	
East Orange N Y		
Torrey, Grace L		
Mrs Mortimer A Stetson Central Village		
Wilcox, Inez L		
Brewer Maine Wilson st		

KINDERGARTEN TRAINING CLASS

name	home address	
Bass, Mary F	*Willimantic*	191 High
Yarmouth Port Mass		
Hickey, Agnes G	*Willimantic*	154 Jackson
Willimantic The Oaks		
Setchel, Anna E	*Norwich*	94 Laurel Hill av
Norwich Laurel Hill avenue school		

1901

Baldwin, Georgie A		
Mrs Thomas J Lee East Granby		
Bass, Clare R	*Scotland*	
Topeka Kansas Washburn college		
Beebe, Marion G	*Norwich*	16 Washington
Norwich Broad st		
Bowers, Florence Estella		
Mrs F Shearer Tolland		
Bowler, Catherine R	*Willimantic*	259 Jackson
New London		
*Brooks, Edith A	*Norwich*	
Burroughs, Myrtis E	*Danielson*	
East Orange N J 287 Dodd st		
Cary, Alice B	*Willimantic*	19 Prospect
New London		
Casey, Katheryne E	*Norwich*	90 Sixth
Greeneville		
Collins, Nellie T	*Willimantic*	79 Lewiston av
Norwich Central school district		
Congdon, Mary E	*Willimantic*	78 North
Waterville Box 200		
Garde, Andrew E	*Cromwell*	
Cromwell		
Griffith, Daisy Delpha	*Syracuse Ohio*	
Chicago 478 Adams st		
Griffith, Jessie DeWolf	*Syracuse Ohio*	
Syracuse Ohio		
Helion, M Katherine		
Mrs Timothy A Fanning Hartford 639 Albany av		
Hewitt, Nellie P	*Norwich*	R D 1
Bristol		
Keigwin, Ida Mabel	*Colchester*	
Middletown Johnson school		
Kelley, Mary Eliza	*Killingly*	
Not teaching		
Lanphear, Mabel A	*North Windham*	
Winsted 30 Walnut st		
Lathrop, Mabel	*Willimantic*	14 Turner
East Orange N J 17 Prospect st		
Leonard, Mary B		
Mrs Elmer B Stone New Britain		

name	home address	
Lincoln, Grace A		
Mrs Irving D Blanchard Hartford 241 Main st		
Murtagh, Julia F	*Norwich*	72 Coit
Eagleville		
Pegrum, Lillian I	*Fairfield Ohio*	
Montclair N J 22 N Willow st		
Pendleton, Susan B	*Hebron*	
Not teaching		
Remington, Maude S		
Mrs Louis J Korper Hartford 135 Tremont st		
Smith, Florence A	*Stafford Springs*	
Rochester N Y care Board of Education		
Steves, Elizabeth S		
Mrs Richard Darnley Ansonia		
Wilbur, Edith May	*Glasgo*	
Mrs Herbert D Pollard Willimantic 249 Church st		
Woodward, Florence G	*North Stonington*	
Winsted 55 Walnut st		
Woodworth, Elizabeth Rogers	*Danielson*	
Not teaching		

1902

Adams, Helen Quinby		
Mrs William Edward Twining Brooklyn N Y 464 Washington av		
Anthony, Martha I		
Mrs Leon J Moffitt Scotland		
Anthony, Mary Maud	*Scotland*	Box 25
Scotland		
Blackmar, Mae	*Killingly*	
Not teaching		
Bristol, Ethel Moseley	*Brooklyn N Y*	
Walton N Y		
Carpenter, Anna L	*Willimantic*	156 Prospect
Springfield Mass		
Cherry, Elizabeth M	*Norwich*	79 Division
Willimantic Natchaug school		
Commins, Ida M	*Killingly*	
Montclair N J 48 Forest st		
Daniels, Grace L		
Mrs Henry C Harford Danielson 16 Hawkins st		
Finnegan, Catherine	*Canaan*	
North Canaan		
Good, Julia Imelda	*Norwich*	Everett
Norwich Mt Pleasant school		
Hoar, Helena A	*Norwich*	394 Central av
Norwich		
Kelley, Katherine C	*Norwich*	54 Eleventh
Norwich		
*Kennedy, Annie J	*Westerly R I*	
Kent, Edith May	*Putnam*	34 Pomfret
Putnam		

name	home address	
Lyman, Bertha E		
Mrs Harold S Shellington Windsor Locks Box 195		
Malone, Mary Agnes	*Norwich*	187 N Main
Norwich Greeneville school		
Martin, Gertrude Hakes	*Norwich*	16 Broadway
Montclair N J 22 Willard pl		
Mills, Lewis S	*Waterbury*	146 N Willow
Supt of Avon Prospect Middlebury Beacon Falls Bethlehem Sprague		
Murphy, Agnes C	*Norwich*	305 Washington
Lisbon		
O'Connell, Mary E	*Norwich*	101 Roath
Norwich		
Packer, Laura Lewis		
Mrs Charles R Geer Mystic		
Remington, Ada Mansfield		
Mrs Alfred J Miller So Amboy N J		
Russ, Cora May		
Mrs Asa T Burdick Merrow Box 23		
Saunders, Winifred	*Waterford*	
New London 49 Channing st		
Spencer, Mabel E	*North Windham*	
Windham Center		
Sutton, Minnie Munson	*Red Bank N J*	66 E Front
Mrs William J Sutton		
Woodworth, Sarah E		
Mrs Merritt L Usher Merrow		

KINDERGARTEN TRAINING CLASS

Dimmick, Maud E	*Willimantic*	
Waterbury 14 State st		
Royce, Helen Barnes	*Norwich*	6 Huntington pl
Norwich Hobart avenue school		

1903

Barry, Annie Frances		
Died January 6 1908		
Bennett, Anna Casleu	*Hartford*	67 Collins
Montclair N J 26 Forest st		
Billings, Lucy	*Stonington*	
Bitgood, Helen Sara	*Hyde Park Mass*	55 Readville
Waterbury 13 Middle st		
Brown, Bessie	*Oak Lawn R I*	
Oak Lawn R I		
Crawford, Isabel Madeline	*Norwich*	93 Union
Norwich Mt Pleasant school		
Donnelly, Frances	*Waterbury*	381 S Main
Waterbury		
Dunlevy, Julia T	*South Windham*	
Windham Center		
*Earle, Elizabeth	*New Haven*	368 George

name	home address	
Lincoln, Grace A		
Mrs Irving D Blanchard Hartford 241 Main st		
Murtagh, Julia F	*Norwich*	72 Coit
Eagleville		
Pegrum, Lillian I	*Fairfield Ohio*	
Montclair N J 22 N Willow st		
Pendleton, Susan B	*Hebron*	
Not teaching		
Remington, Maude S		
Mrs Louis J Korper Hartford 135 Tremont st		
Smith, Florence A	*Stafford Springs*	
Rochester N Y care Board of Education		
Steves, Elizabeth S		
Mrs Richard Darnley Ansonia		
Wilbur, Edith May	*Glasgo*	
Mrs Herbert D Pollard Willimantic 249 Church st		
Woodward, Florence G	*North Stonington*	
Winsted 55 Walnut st		
Woodworth, Elizabeth Rogers	*Danielson*	
Not teaching		

1902

Adams, Helen Quinby		
Mrs William Edward Twining Brooklyn N Y 464 Washington av		
Anthony, Martha I		
Mrs Leon J Moffitt Scotland		
Anthony, Mary Maud	*Scotland*	Box 25
Scotland		
Blackmar, Mae	*Killingly*	
Not teaching		
Bristol, Ethel Moseley	*Brooklyn N Y*	
Walton N Y		
Carpenter, Anna L	*Willimantic*	156 Prospect
Springfield Mass		
Cherry, Elizabeth M	*Norwich*	79 Division
Willimantic Natchaug school		
Commins, Ida M	*Killingly*	
Montclair N J 48 Forest st		
Daniels, Grace L		
Mrs Henry C Harford Danielson 16 Hawkins st		
Finnegan, Catherine	*Canaan*	
North Canaan		
Good, Julia Imelda	*Norwich*	Everett
Norwich Mt Pleasant school		
Hoar, Helena A	*Norwich*	[illegible] Central st
Norwich		
Kelley, Katherine C	*Norwich*	[illegible] Flavel
Norwich		
*Kennedy, Annie J	*Westerly R I*	
Kent, Edith May	*Putnam*	
Putnam		

name	home address	
Lyman, Bertha E Mrs Harold S Shellington Windsor Locks Box 195		
Malone, Mary Agnes Norwich Greeneville school	*Norwich*	187 N Main
Martin, Gertrude Hakes Montclair N J 22 Willard pl	*Norwich*	16 Broadway
Mills, Lewis S Supt of Avon Prospect Middlebury Beacon Falls Bethlehem Sprague	*Waterbury*	146 N Willow
Murphy, Agnes C Lisbon	*Norwich*	305 Washington
O'Connell, Mary E Norwich	*Norwich*	101 Roath
Packer, Laura Lewis Mrs Charles R Geer Mystic		
Remington, Ada Mansfield Mrs Alfred J Miller So Amboy N J		
Russ, Cora May Mrs Asa T Burdick Merrow Box 23		
Saunders, Winifred New London 49 Channing st	*Waterford*	
Spencer, Mabel E Windham Center	*North Windham*	
Sutton, Minnie Munson Mrs William J Sutton	*Red Bank N J*	66 E Front
Woodworth, Sarah E Mrs Merritt L Usher Merrow		

KINDERGARTEN TRAINING CLASS

Dimmick, Maud E Waterbury 14 State st	*Willimantic*	
Royce, Helen Barnes Norwich Hobart avenue school	*Norwich*	6 Huntington pl

1903

Barry, Annie Frances Died January 6 1908		
Benne Anna Casleu ontclair N J 26 Forest st	*Hartford*	67 Collins
Bil Lucy	*Stonington*	
Helen Sara aterbury 13 Middle st	*Hyde Park Mass*	55 Readville
Bessie ak Lawn R I	*Oak Lawn R I*	
rd, Isabel Madeline Norwich Mt Pleasant school	*Norwich*	93 Union
lly, Frances Waterbur	*Waterbury*	381 S Main
ey, Jul Wat	*South*	
le, El		368 George

name	home address	
Gallup, Bertha Christina	*Willimantic*	30 Pearl
New London 4 Prospect st		
Hoxsie, Ellie Elizabeth		
Mrs Leo Korper Hartford 7 Concord st		
Hubbell, Muriel F		
Mrs G Alfred Whitman Brookline Mass care Mrs F H Meggett		
Kirker, Hattie S		
Mrs Jesse C Forbes Torrington		
Lakin, Lora Whitney		
Mrs William H Brown Providence 125 Hamilton st		
Little, Harriette May		
Mrs Llewellyn E Kinney Willimantic 278 Prospect st		
Morris, Sarah L	*Ellington*	
Ellington		
Plunkett, Anne Marie	*Norwich*	64 Hickory
Sterling		
Post, Julia Louise	*Vernon Center*	
Smith, Annie Louise	*Yantic*	
Mrs Grover C Egleston Lancaster Erie Co N Y Box 167		
Smith, Esther L	*East Haddam*	
Wethersfield		
Stark, Bertha M		
Mrs Frank W Churchill Rocky Hill Elm st		
Thresher, Anna Hayward	*Norwich*	126 Broadway
Norwich		
Thresher, Mabel Susan	*Norwich*	126 Broadway
Montclair N J 134 N Fullerton av		
Vallette, Edna Vivian	*Willimantic*	198 Lewiston av
Moodus		
Wheelock, Mary Latimer	*Jewett City*	
East Orange N J 137 So Grove st		
*White, Grace C	*Ridgefield*	
White, Ruth Mildred	*Putnam*	23 Grove
Putnam		
Whiton, Addie M		
Mrs Alfred H Mathes Terryville		
Woodruff, June J		
Mrs William H Gallup Abington		

KINDERGARTEN TRAINING CLASS

New London Bartlett school

Bishop, Katharine T
Mrs Ashton C Persons Willimantic 74 Oak st

1904

Abell, Clara L	*Lebanon*	
Union City		
Bothwell, Bessie Esther	*Jewett City*	
New Canaan		
Campbell, Janet Robinson	*New London*	16 Brooks

name	home address	
Casey, Frances Loretta	*Willimantic*	27 Center
Not teaching		
Clune, Ellen Gertrude	*Norwich*	5 Treadway av
Norwich Boswell avenue school		
Corrigan, Anna Lauretta	*New London*	76 Lincoln av
New London Saltonstall school		
Corrigan, Lillian H	*New London*	76 Lincoln av
New London Nameaug school		
Daudey, Anna Dorothea	*Rockville*	
Ellington		
Filer, Grace	*Killingly*	
Not teaching		
Fitzpatrick, Clara Cecilia	*Stonington*	
Stonington		
Gordon, Alice Eugenia	*Willimantic*	144 Pleasant
Elmwood		
Johnson, Ethel May	*Willimantic*	36 Windham
Washington D C 724 17th st N W		
Kampf, Mary	*Norwich*	33 Division
Arlington N J 500 Devon st		
*Kelly, Winifred G	*Naugatuck*	
Kennedy, Ida Jane		
Mrs Arthur C Topliff Providence R I 481 Potter av		
O'Loughlin, Annie Loretta	*Willimantic*	124 High
Hartford South school		
Rathbun, Belle Luna		
Mrs Joshua Lester Robins Mt Hermon Mass		
Richardson, Ethel E	*North Franklin*	
Willimantic 115 Prospect st		
Stevens, Harriet Fuller		
Mrs A Everett Murphy Fall River Mass 217 Warren st		
Williams, Alice Bradley	*Rocky Hill*	
New Britain 172 Lincoln st		

1905

Battey, Gertrude L		
Rocky Hill		
Broder, Eva Lila		
Mrs George W Allen Rockville		
Brown, Eugenia Miner	*Rutherford N J*	44 Hawthorne
Not teaching		
Burch, Mary Moore	*New London*	47 Blackhall
Morristown N J 13 Belleview terrace		
Burleson, May Hallam	*Jewett City*	
East Orange N J 137 So Grove st		
Callahan, Mary Elizabeth	*Norwich*	125 McKinley av
Norwich West Town street school		
Campbell, Hattie V	*Skillman N J*	R F D
Long Branch N J		
Chism, Abigail Byles		
Mrs Bert W Whitehouse Warrenville		

name	home address	
Clarke, J Louise Rocky Hill	*Putnam*	173 So Main
Codding, Almira M Not teaching	*Danielson*	
Colgrove, Caroline M Willimantic Natchaug school	*Willimantic*	227 Church
Connor, Sarah Louise Brockton Mass 135 W Elm st	*Willimantic*	
Daly, Anne Frances Hartford Lawrence street school	*Hartford*	165 Collins
Donahue, Hannah T Norwich St Patrick's Parochial school	*Norwich*	42 Roath
*Donohue, Julia Madelene Taftville	*Uncasville*	170 Boswell av
Driscol, Jennie May Guilford	*Yantic*	R F D 2
Edgerton, Edna Starr South Manchester	*West Willington*	
Gallup, Marion West Haven 618 Campbell av	*Mystic*	R F D
Geissler, Anna M Torrington 303 Main st	*Broad Brook*	
Hammett, Anna May Danielson	*Danielson*	
Horkey, Carrie Eagleville	*East Willington*	
Hunt, Florence Idella North Windham	*Chaplin*	
Keeney, Sylvia Amy New London	*New London*	162 Gardner av
Lillibridge, Florence May Mrs Herman J Gibbs Norwich Town 8 Huntington av		
Litchfield, Helen Andrews Warehouse Point	*Chaplin*	
McNamara, Jennie Ellen Branford	*Norwich Town*	
Merriam, Harriet Eleanor New London Harbor school	*New London*	10 Lee av
Murphy, Margaret E Thompson	*Putnam*	
Page, Laura Ellen Morristown N J 13 Belleview terrace	*New London*	597 Ocean av
Phillips, Clara Holmes Springfield Chestnut street school	*Springfield Mass*	49 Northampton av
Pierre, Nina Minette Montclair N J Ashland Hall Bloomfield av	*Winsted*	Station B
Rollinson, Florence Estelle Naugatuck	*Naugatuck*	95 Meadow
Shepard, May L Middletown 64 Church st	*Willimantic*	96 So Park
Sweet, Elmira Clarissa Not teaching	*Willimantic*	114 Bridge

name	home address	
Tracy, Mabel A Niantic	*Yantic*	
Van Overstraeten, Adolphine M New Haven 70 Howe st	*Winsted*	144 Holabird av
Webster, Edith Lillian East Orange N J Franklin school	*Hyde Park Mass*	54 Oak
Wells, Florence Margaret Danbury 7 George st	*Willimantic*	
White, Sadie Phillips Somersville	*Pomfret Landing*	
Whitehead, Mary Evelyn Not teaching	*Norwich*	Rogers av

1906

Barstow, Edna Estelle Florence Mass 71 Pine st		
Branch, Bertha Marion New Haven 568 Chapel st	*Danielson*	3 Broad
Brewster, Eleanor May New London	*New London*	95 Blinman
Campbell, Edith Jane Norwich R F D 4	*Norwich*	12 Hedge av
Cary, Katherine No Westchester	*Willimantic*	19 Prospect
Case, Minnie Ella Oakdale R F D	*Colchester*	R F D
Chandler, Ida M Mansfield Center	*Hampton*	
Chandler, Minnie E Mrs Warren J Phelps Suffield	*Hampton*	
Chase, Lillian Frances Mrs Lucian W Jenny New York City 324 W 83d st	*Killingly*	
Clark, Anna Davis Willimantic 176 Prospect st	*New Haven*	429 George
*Curry, Anna B	*Hartford*	67 Congress
Donahue, Mary Claire Mystic	*Mystic*	
Dowd, Margaret A Los Angeles Cal	*Los Angeles Cal*	1007 Vermont av
Edwards, Agnes Evelyn East Lyme Flanders	*Waterford*	
Edwards, Nettie Viola Waterford	*Waterford*	
Kelley, Helen Katherine Hartford Northeast school	*Willimantic*	287 Summit
Miller, Elizabeth South Manchester	*Waterbury*	222 Washington
Putnam, Eliza Day Danielson	*Danielson*	38 Reynolds
Rollinson, Ethel Augusta Not teaching	*Stafford*	

name	home address	
Sardam, Anna M Arlington N J	*Norfolk*	
Sharpe, Mae Putnam Hampton	*Abington*	
Waters, Mary Cecelia Moosup	*Moosup*	
Young, Ethel Catherine Greenwich	*Greenwich*	

KINDERGARTEN DEPARTMENT

Chappell, Ruth New London Nameaug school	*New London*	9 Lee av

1907

Abel, Alice Louise Danielson	*Stafford Springs*	
Ahern, Nellie Frances Jewett City	*Norwich*	133 Orchard
Alford, Marion J New Haven 568 Chapel st	*Willimantic*	196 Prospect
Amidon, Lillian West Willington	*West Willington*	R F D 1
Babcock, Edith V Westerly R I W Broad street school	*Westerly R I*	134 W Broad
Bradley, Edith Fish Colchester	*West Mystic*	
Brown, Agnes Estelle North Grosvenordale Box 197	*Hampton*	R F D
Cahill, Elizabeth May North Grosvenordale	*East Hampton*	
Cosgrove, Marion Susan East Hartford	*Willimantic*	49 Winter
Desmarais, Ida May Taftville	*Taftville*	28 South A
Donahue, Marguerite M New London Nameaug school	*New London*	17 Division
Engelhardt, Anna Helen Naugatuck	*Naugatuck*	30 Woodland
Hill, Mary Crowell Canaan	*Norwich*	180 Laurel Hill av
Keefe, Elizabeth Helene New London	*New London*	267 Bank
Kelley, Annie Goddard New London	*New London*	670 Bank
Kuebler, Julia Burnham Greeneville	*Norwich*	107 Boswell av
Lee, Colette Magdalen Plainfield	*Willimantic*	72 Chapman
Little, Edith Elizabeth Deep River	*Willimantic*	305 Prospect

name	home address	
Lord, Irma Bulkeley North Grosvenordale	*Turnerville*	R F D
MacClenathan, Ruth H East Orange N J 74 Halsted st	*Norwich*	28 Lincoln av
MeLean, Anna Loomis Hartford Northeast school	*Andover*	
Murray, Katherine Eleanor Norwich West Chelsea district	*Norwich*	38 Geer av
Sims, Mabel Matilda Montclair N J	*Montclair N J*	13 Mt View pl
Smith, Annie L Danielson	*South Windham*	
Snow, Myra Alice Sterling Center	*Willimantic*	15 River
Stillwell, Eliza Stewart Plainfield	*Willimantic*	24 Chestnut
Strong, Florence Arline Willimantic Natchaug school	*Willimantic*	808 Main
Tiffany, Rose Burch New London	*Groton*	Thames
Tripp, Ethel Minnette South Manchester	*Danielson*	15 Day
Voorhees, Louise King Albany Georgia Albany normal institute	*Norwich*	58 Union
White, Corinne Ethel Norwich Mt Pleasant school	*Norwich*	258 W Main
Witter, Grace E Kensington	*Danielson*	
Young, Mary Elizabeth Norwich West Chelsea district	*Norwich*	94 Fourth

KINDERGARTEN DEPARTMENT

Coughlan, Anna J Waterbury Croft school	*Waterbury*	131 Liberty

1908

Armstrong, Helen Voluntown	*Montclair N J*	162 Lincoln
Avery, Mary Lucretia New London Nameaug school	*Groton*	Thames
*Bartlett, Iva Fay	*Montville*	
Boylan, Mary Alice Kensington	*New London*	747 Montauk av
Buckley, Mary Elizabeth New London	*New London*	38 Williams
Burke, Helen M Sterling	*Willimantic*	215 Jackson
Burrill, Clara A Ballouville	*Putnam*	Box 34 R F D 1

name	home address	
Casey, Florence P Kensington	*New London*	38 Terrace av
Chism, Julia Belle Somers		
Collins, Estelle Cecilia New London	*New London*	29 Winthrop
Crooks, Adelaide Brines Norwich West Chelsea district	*Norwich*	44 Oak
Cruff, Maude Edith Suffield	*Thompson*	
Curran, Anna M Lebanon	*Norwich*	88 Fountain
Filer, Beatrice Ward Willimantic Natchaug school	*Killingly*	
Ford, Myra G New London	*New London*	20 Summit av
Gallup, Esther Grant Moosup	*Ekonk*	
Heath, Harriet Elizabeth Suffield	*Mystic*	
Jacobs, Helen Gertrude Hartford	*Dudley Mass*	
Kelly, Veronica A Waterbury	*Waterbury*	51 Pleasant
Kneeland, Josephine N Lebanon	*Columbia*	
Kneeland, Julia H Not teaching	*Columbia*	
Lamb, Bertha Crane Attawaugan	*Mystic*	R F D 1
Little, Adeline Farmington	*Willimantic*	305 Prospect
Macdonald, Esmeralda Colchester	*Putnam*	18 George
Malloy, Marion F Collinsville	*Norwich*	Preston Station
Moore, Lottie Suffield	*Waterville*	
Moreau, Aldea Priscille Berlin Berlin st	*Willimantic*	260 Jackson
O'Connell, Anna Charlotte Burlington	*Colchester*	Box 162
O'Connell, Kathryn Shelton	*Colchester*	Box 162
Partrick, Sarah W Beacon Falls	*Norwalk*	Newtown av
Perry, Nina Emeline Middlebury	*Norwich*	64 Asylum
Rossiter, Ruth Frances Suffield	*Guilford*	
Ryan, Anna C New London Harbor school	*New London*	40 Belden

name	home address	
Shirley, Florence May Ansonia	*Baltic*	
Spellacy, Martha L East Hartford	*Hartford*	115 Wethersfield av
Stanton, Grace May Danielson	*Danielson*	
Sullivan, May Loretta Substitute	*Willimantic*	21 Lewiston av
Talcott, Mary Tillinghast Beacon Falls	*New London*	19 Prospect
Terry, Felicia Cornelia Canterbury	*Brooklyn*	
Westcott, Bessie Downer Williamsville	*Wauregan*	10 Grove
Wilson, Flora A East Glastonbury	*Chaplin*	

Conn. St. Bd. of Educ.

CONNECTICUT SCHOOL DOCUMENT

No 18—1908

(WHOLE NUMBER—319)

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

NEW BRITAIN CONNECTICUT

Fifty-seventh Year

1908-1909

1908

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MEMBERS

OF THE

State Board of Education

1908

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WILLIAM H PALMER	Norwich

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November 1908

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For catalogue and information, address PRINCIPAL OF NORMAL-TRAINING SCHOOL NEW BRITAIN CONNECTICUT

The catalogue is published each year and will be sent on application.

The principal's office is open mornings throughout vacations and requests for catalogues or other information will be promptly answered.

CALENDAR NORMAL SCHOOL

1908		
1 September	Tuesday	Year begins
25 November	Wednesday	Thanksgiving recess begins
30 November	Monday	Thanksgiving recess ends
24 December	Thursday	Christmas recess begins
1909		
4 January	Monday	Christmas recess ends
2 April	Friday	Spring recess begins
12 April	Monday	Spring recess ends
17 June	Thursday	Year closes
7 September	Tuesday	Year begins
24 November	Wednesday	Thanksgiving recess begins
29 November	Monday	Thanksgiving recess ends

Model Schools New Britain

1908		
8 September	Monday	Year begins
25 November	Wednesday	Thanksgiving recess begins
1 December	Tuesday	Thanksgiving recess ends
18 December	Friday	Christmas recess begins
29 December	Tuesday	Christmas recess ends
1909		
2 April	Friday	Spring recess begins
13 April	Tuesday	Spring recess ends
17 June	Thursday	Year closes

Training Schools South Manchester

1908		
1 September	Tuesday	Year begins
25 November	Wednesday	Thanksgiving recess begins
1 December	Tuesday	Thanksgiving recess ends
23 December	Wednesday	Christmas recess begins
1909		
5 January	Tuesday	Christmas recess ends
2 April	Friday	Spring recess begins
13 April	Tuesday	Spring recess ends
17 June	Thursday	Year closes

TEACHERS

MARCUS WHITE *Psychology; principles of teaching*	41 Bassett
JANE DARLINGTON *Supervisor of training*	35 Cedar
ELIZABETH L ALLYN *Mathematics; botany; physiology*	Hillside place
HELEN J BUNCE *Model schools; training*	Hillside place
EMILY B SCARBOROUGH *Physical training*	26 Court
FREDERICK A VERPLANCK *Principal of training schools at South Manchester*	So Manchester
CLARA M WASHBURN *Model schools; training*	46 Camp
ANNIE L PARKER *Pianist in gymnasium*	35 Park place
MARY E GOODRICH *Librarian*	150 West Main
ADDIE T BANISTER *Model schools; training*	114 East Main
LEONORA S HANNA *Training schools; training*	So Manchester
KATHRYN E DECKER *Model schools; training*	Hartford
ANNA C MURNANE *Model schools; training*	36 Camp
WILLIAM E BROWN *Singing*	New Haven
ERMA M. MILLER *Physics; chemistry*	16 Liberty
FLORENCE E GRISWOLD *Training schools; training*	So Manchester
HANNAH M GARTLAND *Supervisor of training in training schools*	So Manchester
*J MYRA WILCOX *English*	38 Camp
GRACE B HULL *Training schools; training*	So Manchester
LOUISE M WELLES *Model schools; training*	16 Liberty

* Absent on leave.

*Herbert N Loomis *Zoölogy; geology; geography*	12 School
Matthew P Adams *Physics; chemistry*	28 Park place
Eva L McConkey *Supervisor of kindergarten department*	26 Washington
Ella L Washburn *Assistant; kindergarten*	28 South High
Edna B Lockwood *Model schools; training*	36 Camp
Elizabeth Leghorn *Model schools; training*	32 Beaver
Alice B Warfield *Model schools; training*	Hartford
H Gertrude Tryon *Model schools; training*	Hartford
Margaret C McMahon *Model schools; training*	317 Elm
Florence A Camp *Assistant; kindergarten*	37 Franklin sq
Isabel S Clarke *Model schools; training*	48 Camp
Frances I Scofield *Director of kindergarten in training schools*	So Manchester
J Clifford Moody *Penmanship*	231 Chestnut
Ellen A Murnane *Model schools; training*	36 Camp
Elizabeth Miller *Training schools; training*	So Manchester
Caro M Gray *Training schools; training*	So Manchester
S Ethel Siviter *Assistant; kindergarten*	So Manchester
Louise Schmahl *History; English*	Hartford
J Winthrop Andrews *Drawing*	18 Cedar
Marie Thurber *Model schools; training*	Hartford
Agnes E Ostling *Model schools; training*	54 Bassett
Julia S Gridley *Pianist; kindergarten*	Southington
Helen W Davison *English*	40 Lexington

* Absent on leave.

SYLVIA M BARHITE . . . . . *Model schools; training*	25 Grand
CATHERINE SCHMAHL . . . . . *Model schools; training*	Hartford
LUCY C WHITON . . . . . *Training schools; training*	So Manchester
MARY E FISKE . . . . . *Training schools; training*	So Manchester
ADELAIDE ROBERTSON . . . . . *Assistant; kindergarten*	Hartford
BELLE W HANNA . . . . . *Clerk*	14 Liberty

EMIL F BRUMBAUM . . . . . *Engineer*	139 Winthrop
VENTRES A CLARK . . . . . *Assistant*	183 Main

* *Absent on leave*

GOVERNMENT OF THE SCHOOL

The school is conducted under the following law (General Statutes of Connecticut, Revision of 1902):

§ 2280 The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

§ 2281 The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

§ 2282 The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

§ 2283 The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools and the doings of said board in connection therewith.

§ 2284 Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

Admission

Age—All candidates must be sixteen years or over at the time of admission.

Testimonials—Each applicant must bring satisfactory testimonials as to character and attainments from a teacher and also from a school visitor of the town in which the applicant resides.

Evidence of preparation—Applicants of the prescribed age who present the required testimonials will be admitted to the school upon presentation of

(*a*) certificates of graduation from high schools* or

(*b*) evidence that they have received the equivalent of a high school education, or

(*c*) a state teachers' certificate, or

(*d*) evidence of two years' successful experience in teaching.

Applicants who desire to take a course in a normal school but are unable to satisfy the requirements enumerated may be admitted at the Willimantic normal school to a course not less than three years in length.

General—It is understood that none enter this school unless for the purpose of becoming teachers. If, in the case of any pupils, the earnestness of this purpose—which must be declared in writing—is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils will not be allowed to remain in the school.

Classes—Classes are organized only in the fall. Entering in the middle of the year is inadvisable, and generally not permitted.

Courses of instruction

The New Britain normal school offers two distinct courses of study and training:

Normal-training course.

Kindergarten-training course.

In connection with these there is a course of study offered to college graduates.

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*The blank form of the required certificate can be found on page 28.

NORMAL-TRAINING COURSE

The work of the regular normal-training course is planned to cover two years. Its aim is strictly professional, and no time can be taken to provide for deficiencies in general education. All pupils, therefore, who are not thoroughly grounded in the common English branches must take such preparatory work as the instructors think is necessary to ensure success in the regular training course.

The work of the regular course aims—

(1) To develop a course of study for primary and grammar schools. To do this it is necessary to pass in review the studies that ought properly to find a place in such schools. This is to ensure not only a comprehensive grasp of the subject matter itself, but also an insight into the proper order in which it should be presented to the mind of the child.

(2) To gain an insight into the laws of mental development.

(3) To make a careful study of the general principles of teaching, methods of instruction, school management, etc.

(4) To give to each pupil an opportunity to become familiar with actual school work by observation and practice in the model and training schools at New Britain and South Manchester.

COURSE OF STUDY IN DETAIL

	no of weeks	recitations per week (45 minutes)
Mathematics		
Geometry	10	4
Arithmetic	10	4
Science		
Physics	20	4
Chemistry	10	4
Phys geography, Geology, Mineralogy	20	4
Zoölogy	20	4
Botany	10	4
Physiology	10	4
History		
U S history, Civil government	25	4
General history	10	4

	no of weeks	recitations per week (45 minutes)
Literature, Grammar, Composition	40	4
Singing	60	1
Drawing	40	2
Gymnastics	50	2
Penmanship	Twenty lessons	
Psychology	20	3
History of education	10	4
Principles of teaching	20	5
Observation and practice in model schools, New Britain,	10	15
Practice at South Manchester	5 months	

Kindergarten-training course

The state of Connecticut has established in connection with the New Britain normal school a training department for kindergartners. Two large kindergartens of over one hundred children, a strong staff of special teachers, and the advantages offered by the normal school, make it possible to give a thorough training both in theory and practice.

The demand for kindergartners, however, is not large and the number admitted to this course is limited. All applicants for admission must be present at the opening of the school year.

Admission—The requirements are the same as for the normal department. A knowledge of music is indispensable. All candidates should be able to sing and play.

Expense—Ten dollars covers the cost of material for entire course.

Diploma—A special diploma is awarded to those who satisfactorily complete the work in the kindergarten department.

Course of study

The course of study in the kindergarten-training department comprises:

I Academic work in normal department
II Kindergarten theory
III Kindergarten observation
IV Practice in model kindergarten under supervision
V Twenty weeks of practice in the kindergarten at South Manchester
VI A few weeks of primary training

Course of study in detail

Kindergarten gifts
Kindergarten occupations
Kindergarten songs and games
English and American literature
Language, composition, and reading
Practice in the art of telling stories
Color
Design
Drawing
Modeling
Geometry
Gymnastics
Study of Froebel's Mutter und Kose Lieder and education of man
Singing
Botany
Zoölogy
Physics
Chemistry
Physiology
Psychology
History of education

The regular course of study is planned to cover two years, but the same rules governing the graduation of pupils in the normal school apply to the kindergarten as well. A three years' course of study, embracing, in addition to advanced kindergarten and academic work, the theory and practice of primary training, is also offered.

An attempt is made also to give to the pupils of the normal school a careful statement of kindergarten principles, and to set forth the relation of the kindergarten to the primary school.

Course for college graduates

A course of study is now offered for college graduates who may wish to fit themselves for teaching in the public schools of the state. This course is laid out to cover one year, and the subjects offered are selected from the regular course of study, but stress is laid upon methods of teaching and actual practice in the model schools. The diploma of the school will be granted to those who, in addition to completing successfully the work of the course, pass also the state examination for teachers. The demand for exceptionally able and well-trained teachers is far in excess of the supply, and positions of responsibility and trust are easily obtained by those who are fit to hold them.

TRAINING SCHOOLS

Model schools

The training department consists of the model schools at New Britain and the training school at South Manchester. The model school system at New Britain has recently been enlarged by the addition of the Bartlett school, formerly one of the public schools of the city, and the system now includes seventeen graded schoolrooms, two kindergartens, and one ungraded school, with a total enrollment of about eight hundred children. Each room is in charge of a skillful teacher, who is responsible for the progress of the children, and who aids in training the pupil teachers assigned to her charge. In these schools the pupils are prepared for the more independent work of the training schools at South Manchester.

South Manchester training school

The district of South Manchester has invited the state board of education to assist in the management of its school. The principal of the normal school, with resident and permanent teachers, supervises the instruction and training. In this district there are thirty-five schoolrooms and two kindergartens. These schools are all in one large and well-equipped building most admirably adapted for school purposes. The teaching in most of them is done by undergraduates who are carefully prepared for their work in the model schools at New Britain. The undergraduate teachers are, however, under careful supervision, this work being in charge of a strong force of resident supervisors.

The theory and practice of teaching

Courses of study for pupils in public schools are developed in connection with the instruction given by the several teachers of the normal school, and each study pursued is, to a certain extent, a study in methods. In addition to this, however, special attention is paid to the theory and art of teaching in

connection with the study of psychology and the illustrative lessons presented by the teachers of the model schools.

When pupils are sufficiently prepared to enter upon this work the teacher of each grade in the model schools presents illustrative lessons before the training class. At the close of each day's exercises the details of the work illustrated are entered into and explained, the essentials of each subject taught are summed up, methods of instruction are noted, and practical points in school management, based upon what has actually occurred before the pupils, are thoroughly discussed.

Teaching

After ten weeks careful preparatory work of the above nature the members of the training class begin work in the model schools.

Assisting in model schools

Students here plan and teach lessons under the closest supervision. They assist in the preparation of programs of daily exercises, blackboard work, seat work, etc. Each student here receives personal suggestion and advice.

Independent teaching

After the completion of the preliminary training described, every student must teach and govern successfully for at least five months in the South Manchester training school.

Pupils cannot be permitted to do the work of the training department, unless their preliminary work in the other departments is satisfactory. Moreover, no pupils will be allowed to continue in practice who are unable to teach the children properly.

GENERAL INFORMATION

The library

The main library contains 8,800 books. There is also a text-book library. The reading tables are supplied with magazines and papers.

The students are trained to use the library. Most lessons assigned are topical, and must be studied by the use of references given by instructors.

The library also contains a collection of pictures. During the past few years pictures have been gathered from various sources. They have been mounted upon cardboard and are used in the normal and model schools to illustrate the work in geography, geology, history, literature, and art. This collection has been catalogued.

Terms and vacations

There is in the year one term of forty weeks. The year begins about the first of September and ends the following June. There are recesses at Thanksgiving and Christmas, and in the month of April.

For terms and recesses in 1908-1909 see the calendars on page 5.

Expenses

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this state.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books during their course.

The cost of board without washing is from $4 to $4.50 per week, when two pupils occupy the same room. The total average cost per pupil, not including amount paid for clothing and traveling expenses, is about $200 per year.

Some do their own housework and reduce the expense of board to about two-thirds of the sum named above.

Comfortable rooms and good board can be secured after students arrive at New Britain. At the beginning of the term the principal will always be found at the normal school building, and will assist new-comers in finding boarding places.

Visitors

All departments are open to visitors interested in education. Teachers from schools of the state are especially welcome. It is not desirable, however, to admit visitors to rooms in which pupils are beginning their teaching. On this account teachers, who wish to study the work of the model schools, would best come during the second and fourth quarters—from November 9th to January 22d, and from April 12th to June 17th of the present school year.

School superintendents and others desirous of engaging teachers are invited to visit the training school at South Manchester during the first and third quarters of the school year.

Graduation

Diplomas are awarded to those who

(1) have throughout the course maintained a standard of conduct befitting a teacher.

(2) have attained the required standard of scholarship in every prescribed subject.

(3) have exhibited a fair degree of skill in teaching and governing children.

(4) have passed the state examination and secured at least an elementary certificate.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such student will receive the diploma of the school if, within the two years following the date of leaving the normal school, she shows herself capable of teaching and governing a school successfully.

The normal school teachers are authorized to visit the schools and observe the teaching and management of graduates of their respective schools and to nominate to the state

board of education as candidates for honor state certificates those who have taught successfully not less than one year and who show marked excellence, both in teaching and management.

Demand for trained teachers

The normal-training schools cannot supply the demand for trained teachers. Many towns and districts in the state employ only trained teachers, so far as this is possible.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the training school.

This survey shows that the school, with its experienced instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

GRADUATES

June 1908

Normal-training department

Allen, M Eleanor	*Ellington*
Barrett, Alice M	*South Manchester*
Bliss, Mary A	*Hampden, Mass*
Bodley, Eleanor S	*New Britain*
Brady, Elizabeth F	*New Britain*
Brannigan, Mary J	*Naugatuck*
Bryant, Edith J	*Torrington*
Bull, Clara M	*Pawlet, Vt*
Cadman, Gertrude D	*South Manchester*
Callahan, Sarah J	*Hartford*
Caufield, Loretta G	*New Britain*
Churchill, Josephine	*Plainville*
Clark, Ivy B	*Buckland*
Cowles, C Emily	*Farmington*
Cox, Mary A	*New Britain*
Culver, Cora B	*Westerly, R I*
Curran, Katherine H	*Meriden*
Curran, Mary Catherine	*New Britain*
Denison, Myrtle C	*Meriden*
Dutton, Pearl M	*Thompsonville*
Ford, Edna M	*Hartford*
Freeland, Grace A	*Montclair, N J*
Gibbs, Hazel T	*Norfolk*
Goodwin, Florence E	*New Britain*
Graul, Elma K	*Hartford*
Gustafsen, Lillian O	*Portland*
Harris, Bessie M	*Middletown*
Hilditch, Ethel C	*Thompsonville*
Hine, Edith M	*Stratford*
Hitchcock, Charlotte H	*New Britain*
Holcombe, Candace M	*New Britain*
Hulbert, Lillie M	*New Britain*
Hurlbut, Elsie M	*Hartford*
Johnston, Helen L	*New York City*
Lake, Clara E	*Thomaston*
Leary, Florence M	*Scitico*
Littlehales, Ethel I	*New Britain*
Love, Ella H	*Thompsonville*
Lund, Fannie E	*Chester*

McCormick, Margaret M	*Somersville*
McGovern, Katherine	*Meriden*
McKenney, Mary E	*Farmington*
McKiernan, Helen E	*Meriden*
McMenamin, Margaret M	*Meriden*
Mellor, Anna J	*Thomaston*
Merriam, Helen L	*Hartford*
Mills, L Christine	*South Manchester*
Nagle, Alice B	*New Britain*
Nemiah, Helen E	*Hartford*
Olcott, Lillian H	*New Britain*
O'Meara, Leonora L	*Torrington*
Phelps, Emma P	*Hamden*
Porter, Florence W	*New Britain*
Ringrose, Sarah M	*New Britain*
Roche, Katherine M	*New Britain*
Ruddell, Ethel P	*South Manchester*
Schwartz, Eleanor	*Cromwell*
Seidensticker, Georgia	*Meriden*
Smith, Ethel M	*Colchester*
Smith, Lilian C	*Bristol*
Smith, M Belle	*Farmington*
Stanley, Mabel L	*South Manchester*
Steinheimer, Elsie F	*Hartford*
Stevens, Alida O	*Hartford*
Taylor, Bertha	*Hartford*
Warner, Anna E	*New Britain*
Whalen, Anna F	*Millbrook, N Y*
White, Marion P	*New Britain*
Whitmarsh, Maude	*New Britain*
Whitney, Florence A	*Bloomfield, N J*
Williams, Katherine	*Hartford*
Willis, Margaret G	*Middletown*
Wood, Helen A	*Waterbury*
Wyckoff, Isabel	*Hartford*
Young, Mary M	*New Britain*

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KINDERGARTEN-TRAINING DEPARTMENT

Alling, Edna L	*New Haven*
Creedon, Alice M	*Hartford*
Cuming, Edith E	*Meriden*
Curtiss, Caroline M	*Meriden*
Frost, Harriet C	*New Britain*
Frost, Medora S	*Southington*
Jennings, Lila B	*Jewett City*
Kilbourne, Cora E N	*New Britain*

Kinney, Elizabeth H	*Norwich*
Lummis, Marion E	*Montclair, N J*
Neale, Alma H	*Southington*
Pritchard, Laura M	*New Britain*
Warner, Ethelyn A	*Stamford*

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CERTIFICATES

Davis, Eva S	*Hartford*
Jenkinson, Estella L	*Meriden*
Parsons, Mabel I	*Winsted*

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STUDENTS

Normal-training department

Senior class

name	town p o address	New Britain address
Argall, Bessie J	*Salisbury*	35 Highland
Badgley, Lucy L	*Plainville (Southington)*	
Baier, Bertha M	*Middletown*	
Barhite, Emma A	*Ridgefield*	25 Grand
Birdsey, Gertrude E	*Middletown*	
Brown, Elizabeth	*Kensington (Berlin)*	
Brown, Florence M	*Hartford*	
Chittenden, Marion B	*Meriden*	
Cleaveland, Laura A	*Lakeville (Salisbury)*	35 Highland
Collins, Mary A	*East Hartford*	
Connor, Helen L	*Rainbow (Windsor)*	
Costello, Catherine M	*Cromwell*	
Crumb, Hazel A	*Forestville (Bristol)*	35 Highland
Darling, Margaret	*Stamford*	45 South High
Dooley, Margaret	*Middletown*	
Duke, Martha M	*So Manchester (Manchester)*	30 Cambridge
Dunlay, Margaret A	*New Britain*	
Dwyer, Emily	*Hartford*	
Earngey, Jennie C	*Rockford, Ill*	23 Griswold
Ellsworth, Emily B	*Portland*	
Fanning, Clara M	*Winsted (Winchester)*	2 Parkmore
Ferguson, Catherine B	*Thompsonville (Enfield)*	
FitzGerald, Marion T	*Hartford*	
Flynn, Irene A	*Southington*	
Frey, Katherine	*New Britain*	
Furey, Elizabeth	*Suffield*	35 Highland
Greatorex, Ruby L	*New Britain*	
Hall, Ruth L	*Simsbury*	
Halloran, Ellen M	*Torrington*	87 Hart
Healey, Anna E	*Torrington*	48 Beaver
Helm, Catherine M	*South Windsor*	
Hill, Mabel C	*New Milford*	38 Camp
Hodge, Helen M	*Gilead (Hebron)*	35 Highland
Hunt, Perla A	*Essex*	35 Highland
Kashman, Fannie	*Hartford*	
Kennedy, Mary J	*Southington*	
Kent, Elizabeth A	*Hartford*	
Kibbe, Hester M	*Hartford*	

name	town p o address	New Britain address
Kibbe, Ruth C	*New Britain*	
Lord, Elizabeth H	*Portland*	
Malone, Mary W	*South Windsor*	
Martin, Lillian E	*Hartford*	
McEntee, M Ruth	*Hartford*	
McGehan, Lucy S	*Silver Lane (East Hartford)*	
McLaughlin, Florence E	*Hartford*	
McMenamin, Alice E	*Meriden*	
Murphy, Anna A	*New Britain*	
Murphy, Grace M	*Middletown*	
Oates, Annie J	*Rockville (Ellington)*	93 Hart
O'Brien, Florence	*Middletown*	
O'Neil, Alice W	*Middletown*	
Parker, May J	*Hartford*	
Perkins, Laura P	*Suffield*	35 Highland
Petryski, Aurela M	*Meriden*	
Pouzzner, Annie	*New Britain*	
Powell, Clara A	*New Britain*	
Putnam, Mabel A	*Moosup (Plainfield)*	23 Griswold
Rask, Kristine K	*Hartford*	
Raymond, Anita H	*New Canaan*	25 Grand
Reynolds, Ida M	*Southington*	
Rinn, Rose M	*Southington*	
Ryan, Ida M	*New Britain*	
Sheehan, Sarah	*New Britain*	
Smith, Corinne	*Hartford*	
Stowe, Gertrude V	*Scitico (Enfield)*	100 Hart
Warner, Mary E	*Hartford*	
Wood, Prudence M	*Hartford*	
Woodbury, Nina A	*Hartford*	
Wolff, Jeanette	*Hartford*	

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Kindergarten-training department

Senior class

Bailey, E Burdelle	*Chester*	45 South High
Brown, Katharine	*Norwich*	126 Lincoln
Ensign, Ruth W	*East Hartford*	
Leary, Mary E	*Meriden*	
Lewis, Clarissa	*New Britain*	
Moses, Carrie W	*Hartford*	
Muller, Margaret M	*New Britain*	
Norton, Ethel M	*New Britain*	
Voorhees, Lucy S	*New Haven*	83 Prospect

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NORMAL-TRAINING DEPARTMENT

JUNIOR CLASS

name	town p o address	New Britain address
Ahern, N Theresa	*South Windsor*	
Alexander, Esther M	*Hartford*	
Andres, Lillian H	*New Britain*	
Ashton, Sarah S	*East Long Hill (Middletown)*	
Ayers, Marguerite C	*Mystic (Groton)*	125 Camp
Bacon, Alice M	*Middletown*	
Baker, Ethel M	*East Orange, N J*	*Kensington*
Baker, Lillian L	*East Orange, N J*	*Kensington*
Beach, Gladys M	*Torrington*	35 Highland
Bergeson, Esther J	*Gildersleeve (Portland)*	
Booth, Jennie C	*Waterbury*	44 Hamilton
Bryant, Mildred A	*Forestville (Farmington)*	50 Walnut
Campion, Marguerite V	*Unionville (Farmington)*	
Chamberlain, Margaret	*New Britain*	
Clancy, Theresa H	*Hartford*	
Clark, Ruth P	*New London*	54 Bassett
Coe, Phœbe W	*Middletown*	
Convey, Mildred F	*Middletown*	
Craig, Marion H	*Suffield*	32 Grand
Curran, Agnes J	*Middletown*	
Curtin, M Irene	*New Britain*	
Davison, Mary E	*Thompsonville (Enfield)*	
Donohue, Alice C	*Waterbury*	
Dooley, Mary T	*Middletown*	
Doyle, Mary A	*Unionville (Farmington)*	
Driscoll, Geraldine D	*Hartford*	
Duke, Ethel M	*So Manchester (Manchester)*	
Edelstein, Rachel	*New Britain*	
English, Margaret G	*Unionville (Farmington)*	
Esserman, Sarah	*New Britain*	
Fay, Marguerite L	*East Berlin (Berlin)*	
Ferris, Bertha M	*Bloomfield*	60 Griswold
Finley, Sarah G	*Hartford*	
Freeman, Alice F	*Union City (Naugatuck)*	57 North
Freney, Lucy P	*Waterbury*	
Gallagher, Caroline F	*Farmington*	100 Hart
Gardiner, Ethel L	*So Manchester (Manchester)*	125 Camp
Gates, Florence S	*Winsted (Winchester)*	77 Maple
Ginsburg, Sophia	*New Britain*	
Gladwin, Inez M	*Norfolk*	Newington
Goslee, Ethel L	*So Manchester (Manchester)*	125 Camp

name	town p o address	New Britain address
Grady, Helen Z	*Torrington*	267 Washington
Gritzmacher, Gertrude E	*New Britain*	
Guilfoil, Sarah M	*Hartford*	
Hanley, Rose M	*Stafford Springs (Stafford)*	267 Washington
Hart, Elizabeth F	*West Cornwall (Cornwall)*	96 Lincoln
Hartman, Ruth	*New Britain*	
Hartson, Ruth A	*New Britain*	
Hennessey, Marguerite	*Middletown*	
Hines, Julia J A	*East Hartford*	
Hogan, Norah C	*Torrington*	48 Beaver
Hogerty, Carolyn E	*Unionville (Farmington)*	
Holcomb, Theona L	*Weatogue (Simsbury)*	
Horsfall, Ellen J	*New Britain*	
Hubbard, Rose A	*Windsor*	Newington
Jenkinson, Edna T	*Meriden*	
Kahrman, Clara I	*Higganum (Haddam)*	32 Grand
Kane, Marguerite F	*Bristol*	
Klein, Alice L	*Thompsonville (Enfield)*	100 Hart
Lamb, Lucy L	*Middletown*	
Larkin, Ann T	*Waterbury*	
Larkin, Jessie	*Waterbury*	63 Franklin Square
Larkin, Mary E	*Winsted (Winchester)*	77 Maple
Leavitt, Ellen B	*Putnam (Woodstock)*	35 Highland
Lewis, Evelyn	*Meriden*	
Lincoln, Lista W	*Berlin*	
Manning, Frances E	*Glastonbury*	
Marholin, Mary E	*New Britain*	
McAlenney, Mary P	*Waterbury*	
McCormack, Cecelia	*Waterbury*	
McGowan, Mary E	*Hartford*	
McIntyre, Catherine A	*New Britain*	267 Washington
Morton, Bessie A	*Eaton N Y*	10 North Glen
Newberry, Abbie R	*Bloomfield*	60 Griswold
O'Brien, Mary A	*New Britain*	
O'Brien, Mary C	*Naugatuck*	161 Washington
O'Hara, Jennie L	*Waterbury*	
O'Hare, Katherine D	*Rockville (Vernon)*	498 Main
Olmsted, Grace C	*Hartford*	
Olmsted, Mary A	*Moodus (Haddam)*	146 Hart
Parker, Ida B	*Hartford*	
Peabody, Bernice P	*Hartford*	
Pease, Lillian M	*Enfield*	93 Hart
Phillips, Rhoda L	*Hartford*	
Poste, Julia T	*Middletown*	
Powers, Mary L	*Waterbury*	

name	town p o address	New Britain address
Robinson, Faye H	*Terryville (Plymouth)*	
Savage, Grace M	*Middletown*	
Scoville, Elizabeth	*Plainville*	
Shanahan, Eva M	*Southington*	
Stalsburg, Hazel M	*Deep River (Saybrook)*	
		63 Franklin Square
Stevens, Vera E	*Norwich*	146 Hart
Stiles, Edith E	*Suffield*	
Stowe, Grace B	*Avon*	
Sullivan, Anna C	*Windsorville (East Windsor)*	
Sweeney, Katherine A	*Waterbury*	
Tuller, Julia A	*Hartford*	
Wheeler, Helen E	*Unionville (Farmington)*	
Welton, Laura B	*Simsbury*	
		99

KINDERGARTEN-TRAINING DEPARTMENT

JUNIOR CLASS

Barry, Genevieve B	*Meriden*	
Bates, Maud	*Chester*	21 Highland
Bradstreet, Edith A	*Thomaston*	64 Grove Hill
Bunce, Zella L	*So Manchester (Manchester)*	
Cadman, Grace E	*So Manchester (Manchester)*	
		64 Grove Hill
Goldberg, Grace	*Hartford*	
Goodrich, Bertha E	*Southington*	
Harding, Irene M	*New Haven*	21 Highland
Howe, Marjorie M	*Hartford*	
Hutton, Lesley M	*Southington*	
Immick, Ethel C	*Meriden*	
Mahl, Lottie M	*Hartford*	
Maxfield, A Reise	*Hartford*	
Merriam, Caroline W	*Rocky Hill*	
Naa, Hilda A	*Bangkok, Siam*	Hartford
Olmsted, Ethel V	*East Hartford*	
Palmer, Lois C	*Hartford*	
Stillman, Jane D	*Rocky Hill*	
Whitehead, Mary L	*Simsbury*	
		19

SUMMARY BY CLASSES

Senior class	69
Senior kindergarten class	9
Junior class	99
Junior kindergarten class	19
Total	196

SUMMARY OF UNDERGRADUATES

Fifty towns are represented as follows:

Avon	1	New London	1
Berlin	3	New Milford	1
Bloomfield	2	Norfolk	1
Bristol	2	Norwich	2
Chester	2	Plainfield	2
Cornwall	1	Plainville	1
Cromwell	1	Plymouth	1
East Hartford	5	Portland	3
East Windsor	1	Ridgefield	1
Ellington	1	Rocky Hill	2
Enfield	5	Salisbury	2
Essex	1	Saybrook	1
Farmington	7	Simsbury	4
Glastonbury	1	Southington	8
Groton	1	South Windsor	3
Haddam	2	Stafford	1
Hartford	33	Stamford	1
Hebron	1	Suffield	4
Manchester	6	Thomaston	1
Meriden	8	Torrington	5
Middletown	16	Vernon	1
Naugatuck	2	Waterbury	10
New Britain	25	Winchester	3
New Canaan	1	Windsor	2
New Haven	2	Woodstock	1

From without the state:

Illinois	1
New Jersey	2
New York	1
Siam	1
Total	5

ENROLLMENT BY COUNTIES

counties	students	towns
Hartford	116	20
New Haven	22	4
New London	4	3
Fairfield	3	3
Litchfield	15	8
Middlesex	26	7
Tolland	3	3
Windham	2	2
	191	50
From without the state	5	
Total	196	

Form of certificate to be given by high school principals to graduates wishing to enter the normal school.

This Certifies

That of

is a graduate of a years course in the

high school, and that she is a suitable person in character, talents and attainments to be received as a pupil in the state normal school at

———————————190

Principal

3 1909

CONNECTICUT SCHOOL DOCUMENT

No 19—1908

(WHOLE NUMBER—320)

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

NEW HAVEN CONNECTICUT

Sixteenth year

1908-1909

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

ROLLIN S WOODRUFF *Governor*	New Haven
EVERETT J LAKE *Lieut-Governor*	Hartford
GEORGE M CARRINGTON	Winsted
WILLIAM G SUMNER	New Haven
EDWARD D ROBBINS	Wethersfield
WILLIAM H PALMER	Norwich

ASAHEL J WRIGHT *Chief clerk* Hartford

OFFICE

ROOM 42 CAPITOL Hartford

February 1909

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The school is located on the corner of Howe and Oak streets.

For catalogue and information, address PRINCIPAL OF STATE NORMAL-TRAINING SCHOOL NEW HAVEN CONNECTICUT

Business pertaining to the school will be attended to on application at the principal's office.

SCHOOL CALENDAR FOR 1908-1909.

1908	Months	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sept				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30			
Oct	1					1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
	2	25	26	27	28	29	30	31
Nov								
		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
	3	29	30					
Dec				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30	31		
1909							1	2
Jan	4	3	4	5	6	7	8	9
		10	11	12	13	14	15	16
		17	18	19	20	21	22	23
	5	24	25	26	27	28	29	30
		31						
Feb			1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
	6	21	22	23	24	25	26	27
		28						

1909	Months	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar			1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
	7	21	22	23	24	25	26	27
		28	29	30	31			
						1	2	3
Apr		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
	8	25	26	27	28	29	30	
								1
May		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	21	22
	9	23	24	25	26	27	28	29
		30	31					
June				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
	10	20	21	22	23	24	25	26
		27	28	29	30			
						1	2	3
July		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31
Aug		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
		29	30	31				

Term begins September 1; ends December 24, 1908.
Term begins Monday January 4; ends April 2, 1909.
Term begins Monday April 12; ends June 18, 1909.
Term begins September 7, 1909.

TEACHERS

ARTHUR B MORRILL *principal* . . . . . *Natural science; principles of teaching*	44 Trumbull
ELLA M BRODERICK . . . . . *Natural science; geography*	1401 Boulevard
ANNA S HART . . . . . *Mathematics; writing*	38 Howe
LILLIAN E BRADLEY . . . . . *Model schools; grade vi*	67 Howe
GEORGINA NORMAN . . . . . *Model schools; grade viii*	46 Avon
MARY A MALTBY . . . . . *Model schools; grade vi*	49 Vernon
LOTTIE J THOMPSON . . . . . *Model schools; grade vii*	28 Kensington
NORA A SWEENEY . . . . . *Model schools; grade v*	85 Sachem
EDNA C LINES . . . . . *Model schools; grade i*	313 York
MARTHA A QUINLAN . . . . . *Model schools; grade i*	Branford
E HERMANN ARNOLD M D . . . . . *Physical culture*	307 York
MARY A MCFARLAND . . . . . *English; literature*	287 Willow
ELEANOR T QUINLAN . . . . . *Model schools; grade ii*	Branford
JANET M PURDUE . . . . . *Model schools; grade v*	40 Maple
ADELINE S WALLACE . . . . . *Model schools; grade viii*	445 Main W H
EMMA E BLAKE . . . . . *Model schools; grade vi*	321 Winthrop av
ALICE E HAMMOND . . . . . *Model schools; grade iii*	185 Whalley av
ANNA J BALDWIN . . . . . *Model schools; grade iv*	13 Edgewood av
HELEN D MORRIS . . . . . *Model schools; grade ii*	347 York
LOUISE G REIMANN . . . . . *Model schools; grade i*	113 Lawrence

WILLIAM E BROWN *Music*	56 Howe
ANNA C HINTZ *Model schools; grade i*	1176 Chapel
JENNIE M CAMPBELL *Model schools; grade ii*	110 Blatchley av
BESSIE C LANE *Model schools; kindergarten*	524 Chapel
EULALIA L GILHULY *Model schools; grade iv*	375 Winthrop av
S ELIZABETH WARNER *Model schools; grade iv*	278 Whalley av
RUTH SMITH *Model schools; grade iii*	North Haven
CHARLOTTE C PIERPONT *Model schools; grade iii*	59 Kensington
ELEANOR J CLARK *Model schools; grade iv*	321 Winthrop av
FREEMAN F BURR *Natural science*	36 Stanley
H LOUISE GRIFFIN *Model schools; grade vii*	274 Edgewood av
RUTH M ROOTS *Model schools; grade iv*	299 Norton
EMMA M MACDONALD *Model schools; grade vii*	103 Atwater
ADA D LITTLEFIELD *Model schools; grade iii*	243 Sherman av
JULIA SMITH *Model schools; kindergarten*	16 Eld
CLAUDE C RUSSELL *Principal of model schools*	494 Whalley av
ETHEL E PLANT *Model schools; grade ii*	Branford
CATHRYN CALLAHAN *Model schools; grade iv*	309 Washington
MAY I CONDON *Model schools; assistant*	202 Newhall
ELIZABETH A BECKWITH *Librarian and clerk*	1305 Chapel

HENRY T PECK *Engineer*	81 Sherman av
CHARLES HARRISON *Assistant*	87 Eaton

GOVERNMENT OF THE SCHOOLS

The school is conducted under the following law (General Statutes of Connecticut, Revision of 1902):

§ 2280 The state board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this state, at the places where such schools are legally established, and such sum as the state board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the state, on the order of said board; but the board shall not expend any money for a normal school hereafter established, until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished, schools, in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

§ 2281 The number of pupils in each school shall be determined by the state board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to a normal school all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools, and that they intend to teach in the public schools of this state.

§ 2282 The school officers in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said schools.

§ 2283 The state board of education shall expend the funds provided for the support of normal schools, appoint and remove their teachers, and make rules for their management; shall file semiannually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report of the condition of these schools and the doings of said board in connection therewith.

§ 2284 Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

The Building

The building occupied by the school is located on the corner of Howe and Oak streets. The place is quiet and accessible by three lines of cars.

The equipment of the building has been very carefully planned to meet the needs of the school. It includes a large library, physical, chemical, and biological laboratories.

Library

An important part of the course deals with the right use of books. To this end the reading-room has been made spacious, light, and attractive. It is in the pleasantest part of the building. The books have been carefully selected and additions are made as they are needed in the work.

Laboratories

Facilities for handling apparatus, for making experiments, for observation with the microscope, spectroscope, and other instruments, can be furnished in a well-equipped laboratory. This opportunity for study is offered in the laboratories of the school. The aim in this part of the work is to allow the pupils to use the laboratories as much as possible during the course, and to enable them to make the most of such advantages for study as they may not again have after leaving the school.

The model schools

The Dwight, Roger Sherman, and Orchard street schools of the New Haven city school system are used as model schools. There are twenty-eight rooms in these schools, and they afford excellent facilities for studying school work. In each room there is an experienced teacher, and every pupil in the normal school must serve as an assistant under the supervision of these teachers for at least five months. Thus opportunity is afforded for learning how to teach, by observing good teaching and by working with children under the observation of a critic.

ADMISSION

AGE—All candidates must be sixteen years or over at the time of admission.

TESTIMONIALS—Each applicant must bring satisfactory testimonials as to character and attainments from a teacher and also from a school visitor of the town in which the applicant resides.*

EVIDENCE OF PREPARATION—Applicants of the prescribed age who present the required testimonials will be admitted upon presentation of

(*a*) certificates of graduation from high schools,* or

(*b*) evidence that they have received the equivalent of a high school education, or

(*c*) a state teachers' certificate, or

(*d*) evidence of two years' successful experience in teaching.

Applicants who desire to take a course in a normal school but are unable to satisfy the requirements enumerated may be admitted at the Willimantic normal school to a course not less than three years in length.

GENERAL—It is understood that none enter this school unless for the purpose of becoming teachers. If, in the case of any pupils, the earnestness of this purpose—which must be declared in writing—is negatived by unfaithfulness, or if unfitness for this calling is disclosed, such pupils will not be allowed to remain in the school.

CLASSES—Classes are organized only in the fall. Entering in the middle of the year is unadvisable, and generally not permitted.

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* The blank form of the required certificate can be found on page 24.

COURSE OF STUDY

Junior Year

Chemistry 16 weeks 5 hours a week **Physiology** 16 weeks 4 hours a week **Geography** 4 hours a week **Laboratory work** chemistry physics biology	**Physics** *a* force and motion *b* gravitation *c* liquids and gases *d* heat 16 weeks 4 hours a week **Natural history** 1 geology 2 biology *a* agriculture 5 hours a week	**Language** 40 weeks 2 hours a week **American literature** 24 weeks 3 hours a week **English literature** 16 weeks 3 hours a week **Drill in oral expression** 2 hours a week	**Arithmetic** 20 weeks 4 hours a week **Form study** geometry and mensuration 20 weeks 2 hours a week	**Writing** 40 weeks 1 hour a week **Drawing** 40 weeks 1 hour a week **Gymnastics** 40 weeks 2 hours a week **Singing** 40 weeks 2 hours a week

Lectures on psychology during the year. Lectures on physical culture during the year.
Field work in natural science.

Senior Year

U S History **Citizenship** **Psychology** and **Art of teaching** 5 hours a week	**Biology** *b* zoölogy **Physics** *e* sound *f* magnetism and electricity **Laboratory work**	**English Literature** 20 weeks 2 hours a week	**Algebraic equations** 8 weeks 3 hours a week **Mathematics** applied to science 12 weeks 3 hours a week	**Drawing** 1 hour a week **Singing** 2 hours a week

Daily observation and study of the common school course during the year.
Each member of the class has at least five months' training in the model schools.
Lectures on school laws during the year.

can both teach and manage, a diploma will not be granted until such student has given sufficient evidence to the faculty that the required standard, both in teaching and management, has been attained. The probationary period will not be less than one year.

A candidate for the diploma who has failed to reach the required standard of efficiency in teaching or who has shown weakness in some portion of the work of the normal school may, at the discretion of the normal school faculty, be granted a certificate. Such a student will receive the diploma of the school if within the two years following the date of leaving the normal school she shows herself capable of teaching and governing a school successfully.

The normal school teachers are authorized to visit the schools and observe the teaching and management of graduates of their respective schools and to nominate to the state board of education as candidates for honor state certificates those who have taught successfully not less than one year and who show marked excellence, both in teaching and management.

The demand for trained teachers

The normal schools cannot supply the demand for trained teachers. Many towns and districts in the state employ only trained teachers, as far as this is possible.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the training school.

This survey shows that this school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

CANDIDATES FOR DIPLOMAS 1908

Allen, Marion R	*New Haven*
Banks, Margaret H	*Greenwich*
Bonnell, Mary B	*Greenwich*
Booth, Eva L	*Wallingford*
Booth, Gratia	*Waterbury*
Bresnahan, Katherine	*Waterbury*
Bright, Helen P	*New Haven*
Bronson, Edith M	*Beacon Falls*
Buckholz, Caroline F	*Orange*
Casey, Catherine M	*New Haven*
Coer, Margaret C	*Waterbury*
Chapin. Helen W	*New Haven*
Chapman, Amy D	*Westbrook*
Colloty, Helen M	*Waterbury*
Condon, May I	*New Haven*
Connolly, Sabina H	*New Haven*
Costello, Margaret H	*Meriden*
Cotter, Hazel A	*New Haven*
Coughlin, Teresa V	*Norwich*
Crone, Helen	*Milford*
Curtis, Marion L	*Rochester N Y*
Darrow, Harriett L	*Westport*
Delaney, Mary G	*Waterbury*
Dunn, Irene K	*New Haven*
Eichmann, Edith F	*New Haven*
Emmons, Ethel M	*Morris*
Enright, Catherine I	*New Haven*
Fabrique, Charlotte H	*New Haven*
Fannon, Florence G	*Meriden*
Fasser, Clara A	*New Haven*
Fitzgerald, Mary	*Waterbury*
Fleischner, Charlotte M	*New Haven*
Foote, Charlotte A	*North Haven*
Goldberg, Miriam A	*New Haven*
Gottlieb, Anna	*South Norwalk*
Hartnet, Helen R	*Waterbury*
Hine, Harriett M	*New Milford*
Holliday, Ella	*New Haven*
Hubbell, Frances E	*New Haven*
Humphrey, Gladys	*West Haven*
Jones, Genevieve	*Wallingford*
Judson, Hazel D	*Winsted*
Kavanagh, Anna S	*New Haven*

Keane, Stella M	*New Haven*
Kehoe, Margaret C	*Naugatuck*
Kleiner, Leah R	*New Haven*
Knox, Ruby C	*Naugatuck*
Lewis, Bertha M	*Stamford*
McCarthy, Mary C	*Ansonia*
McDonnell, Mary F	*Stony Creek*
McGuinness, Catherine A	*New Haven*
McLoughlin, Anna E	*New Haven*
Mollett, Lydia J	*Stamford*
Morrell, Minnie F	*Rowayton*
Nettleton, Edith A	*Milford*
Nolan, Mary A	*Waterbury*
Noyes, Edith I	*Milford*
O'Connor, Cecelia A	*New Haven*
O'Connor, Gertrude M	*Meriden*
Pendelow, Louva M	*Ansonia*
Preudhomme, Amy L	*New Haven*
Preudhomme, Mabel B	*New Haven*
Purdy, Elizabeth V	*Stamford*
Rattelsdorfer, Bessie J	*New Haven*
Reynolds, Bessie	*New Haven*
Russell, Bessie F	*New Haven*
Scott, Grace E	*Suffield*
Seeley, Candace F	*Washington*
Seery, Mary	*Meriden*
Shelley, William S	*Guilford*
Simons, Reba E	*East Norwalk*
Skelly, Anna M	*New Haven*
Sniffen, Ethel E	*Westport*
Stammers, Florence E	*New Haven*
Stevenson, Ethel J	*East Norwalk*
Stuart, Mabel S	*Seymour*
Thatcher, Marjorie	*New Haven*
Thompson, Winifred A	*New Haven*
Tiernan, Helena G	*New Haven*
Tonkin, Ethel M	*Ansonia*
Warrender, E Lettie	*Seymour*
Wharton, Jessie E	*New Haven*
Wilcox, B Merle	*Stratford*
Williams, Hazel V	*Bridgeport*
Woodcock, Florence W	*New Haven*
Wright, Alice L	*New Haven*
Wrinn, Alice J	*New Haven*

CANDIDATES FOR CERTIFICATES

Buckley, Pauline W	*New Haven*
Burke, Katharene V	*Meriden*
Chapell, Helen S	*Guilford*
Galvin, Lauretta F	*Waterbury*
Guncheon, Mary C	*New Haven*
McElhinney, Fannie R	*Greenwich*
Ryan, Josephine D	*Waterbury*

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JUNIORS

name	town p o address	city address
Adams, Lillian E	*Waterbury*	8 Garden
Allman, Josephine	*Waterbury*	
Anderson, Jennie F	*Kent*	77 Whalley av
Andrews, Catherine I	*Waterbury*	903 Howard av
Andrews, Norma E	*Wallingford*	
Antonson, Hannah S	*Ivoryton (Essex)*	568 Chapel
Augur, Ruth G	*New Haven*	26 Clifton
Baker, Laura C	*East Norwalk (Norwalk)*	
Bampton, Inez E	*Wallingford*	
Baron, Florence D	*New Haven*	32 Baldwin
Bassett, Edna M	*Milford*	
Beecher, Lucy M	*Hamden*	
Beedle, Mary J	*New Haven*	268 Portsea
Bentley, Florence G	*Old Mystic (Stonington)*	cor Chatham and Clinton
Bevan, Laura A	*West Haven (Orange)*	
Boyle, Grace V	*New Haven*	104 Portsea
Briody, Annie M	*East Norwalk*	
Brokelschen, Thea	*New Haven*	192 Putnam
Bromberg, Sarah D	*New Haven*	80 Hallock
Bugbee, Edna G	*West Willington (Willington)*	106 Ward
Callaghan, Jennie V	*Saugatuck (Westport)*	
Campbell, Florence J	*New Haven*	365 Edgewood av
Carrigan, Marguerite S	*New Haven*	19 Ward
Carroll, Mary G	*Waterbury*	
Casey, Rita E	*New Haven*	268 Wallace
Coady, Anna T	*New Haven*	10 Eaton
Coffey, Charlotte E	*New Haven*	161 Fillmore
Condon, Cecilia	*Ansonia*	
Conway, Letitia F	*Wallingford*	
Cramer, Helen E	*New Haven*	719 Grand av
Cronan, Alice	*Waterbury*	
Daley, Alice M	*New Haven*	23 Woolsey
Daley, Mary C	*Naugatuck*	37 Shelter
Dallas, Ivy I	*New Haven*	379 Temple
Dallas, Marion	*New Haven*	379 Temple
Davin, Mary V	*New Haven*	21 Kimberly av
Donleavy, Irene E	*New Haven*	22 Vernon
Dwyer, Anna E M	*Waterbury*	
Egg, Margaret	*New Haven*	460 Dixwell av
Evans, Susannah	*Ansonia*	
Feeney, Zita F	*Norwalk*	
Fitzgerald, Mary M	*Waterbury*	385 Oak pl
Fitzmaurice, Loretta C	*Waterbury*	874 Howard av
Flint, Miriam W	*New Haven*	87 East Pearl
Foley, Kathleen T	*New Haven*	282 Orchard

name	town p o address	city address
Frembes, Florence Leola	*Huntington*	
Gallivan, Marie C	*New Haven*	477 Elm
Gilbert, Nina L	*Bridgeport*	
Gillen, Nellie E	*New Haven*	147 Frank
Gitlitz, Esther C	*New Haven*	49 Broad
Graham, Edith F	*New Haven*	163 Spring
Gregory, Clara M	*New Canaan*	120 Carmel
Hancock, Mary W	*Meriden*	
Harding, Anna M	*New Haven*	76 Monroe
Harp, Florence M	*Greenwich*	903 Howard av
Hayden, Mary E	*Wallingford*	
Healey, Irene	*Naugatuck*	81 Sherman av
Hickey, Mae F	*Milford*	
Hill, Marjorie C	*Stratford*	
Hoadley, Adelaide	*Naugatuck*	168 Exchange
Horigan, Mary E	*Waterbury*	874 Howard av
Hyde, Bessie E	*Shelton (Huntington)*	
Ireland, Elizabeth S	*South Norwalk*	
Jacobs, Minnie M	*New Haven*	78 Day
Jacobs, Rosalind A	*New Haven*	78 Day
Joslin, Helene	*Mt Carmel (Hamden)*	
Kahn, Selma R	*New Haven*	627 State
Keefe, Geneva V	*Ansonia*	
Kelley, May A	*New Haven*	279 Humphrey
Kiley, Elizabeth F	*Ansonia*	
Kingsley, Edith R	*Milford*	
Kinna, Margaret M	*Wallingford*	
Kittredge, Florence G	*New Haven*	117 Lawrence
Klem, Teresa Helena	*New Haven*	15 Lake pl
Lamb, Jennie Irene	*Cromwell*	80 William
Lambert, Ruth E	*New Haven*	263 Orange
Land, Rose	*New Haven*	9 Arch
Links, Rose Ruth	*New Haven*	14 Elliott
Liotard, Stella J	*Ivoryton (Essex)*	409 Dixwell av
Lorch, Mary E	*North Kent (Kent)*	277 Dixwell av
Lucey, Mary T	*West Haven (Orange)*	
Madden, Elizabeth G	*New Haven*	75 Sherman av
Madden, Margaret	*Waterbury*	385 Oak pl
Madigan, Kathryn	*New Haven*	64 Pierpont
Mahaney, Agnes C	*Waterbury*	874 Howard av
Maher, Honora M	*New Haven*	25 Audubon
Male, Jessie O	*New Haven*	140 James
Maley, Kathryne	*New Haven*	809 State
Malloy, Grace E	*New Haven*	86 Foster
Mattie, Mary	*New Haven*	45 Carlisle
McCartan, Marguerite E	*New Haven*	15 Sylvan av
McCarthy, Catherine I	*Yalesville*	
McGrail, Lauretta V	*New Haven*	17 Home pl

name	town p o address	city address
McLarney, Emily G	*Ansonia*	
McNulty, Mae E	*New Haven*	19 Greene
Meachen, Hazel I	*Huntington*	256 Edgewood av
Morley, Mabel B	*New Haven*	25 Lyon
Moss, Eleanor S	*Cheshire*	
Motschenbacher, Christine	*Coscob (Greenwich)*	903 Howard av
Nash, Margaret A	*New Haven*	137 Putnam
Notkins, Elizabeth	*New Haven*	704 Howard av
O'Brien, Eany	*New Haven*	253 West Carlisle
O'Brien, Marguerite M	*Ansonia*	
Olsson, Helen E	*Orange*	
Orgler, Leah	*New Haven*	21 Maltby pl
Parlow, Helen A	*New Haven*	564 Howard av
Penrose, Elizabeth H	*Naugatuck*	868 Howard av
Piper, Margaret F	*New Haven*	69 Greene
Pond, Olive H	*Branford*	
Prindle, Bertha	*New Haven*	34 Daggett
Reid, Evelyn	*Darien*	
Reiley, Margaret	*Waterbury*	81 Sherman av
Reilley, Gertrude	*Waterbury*	836 Howard av
Ricketts, Margery C	*New Haven*	207 Lloyd
Routh, Mary S	*West Haven (Orange)*	
Royal, Ethel M	*Bristol*	66 Whalley av
Ryder, Hazel M	*Branford*	
Ryan, Florence G	*New Haven*	
Sands, Ruth E	*New Haven*	539 Winthrop av
Scholl, Louise	*New Haven*	154 Crown
Sculley, Myrtle F	*South Norwalk (Norwalk)*	
Shanley, May A	*Milford*	
Shea, Mary Louise	*Ansonia*	
Sheehan, Norine R	*New Haven*	7 Audubon pl
Shortall, Mary L	*Ansonia*	
Smith, Hazel B	*Saybrook*	106 Ward
Smith, Sarah L	*Wallingford*	
Snavely, Mildred	*West Haven (Orange)*	
Squires, Edna	*Union City (Naugatuck)*	8 Garden
Story, Helen P	*New Haven*	623 Elm
Sullivan, Alice J	*New Haven*	245 Washington
Sullivan, Mazzie A	*Ansonia*	
Tarr, Lulia M	*New Haven*	344 Sherman av
Thomas, Caroline F	*New Haven*	3 Rose
Thorpe, Georgiana	*Glenbrook (Stamford)*	
Todd, Ruth I	*Wolcott*	8 Park
Turbert, Celia L	*New Haven*	139 Nash
Wade, Marion E	*Greenwich*	903 Howard av
Ward, Leonora A	*Norwalk*	
Whalen, Kathryn M	*Wallingford*	
Willey, Bernice E	*Norwich*	152 Derby av

Attendance by towns

Thirty-three towns are represented as follows:

Ansonia	14	New Canaan	1
Branford	4	New Haven	103
Bridgeport	1	Norwalk	7
Bristol	1	Norwich	1
Cheshire	3	North Haven	1
Cromwell	1	Orange	12
Darien	1	Saybrook	2
East Haven	1	Stamford	6
Essex	2	Stonington	1
Greenwich	5	Stratford	3
Haddam	1	Wallingford	13
Hamden	2	Waterbury	24
Huntington	3	Westport	1
Kent	2	Willington	1
Meriden	1	Wolcott	1
Milford	6		
Naugatuck	7	Total	232

Attendance by counties

counties	students
Fairfield	27
Hartford	1
Litchfield	2
Middlesex	7
New Haven	192
New London	2
Tolland	1
	232
Other States	
Maine	1
Total	233

Summary

Seniors	92
Juniors	141
Total	233

Form of certificate to be given by high school principals to graduates wishing to enter the normal school.

This Certifies

That *of*

is a graduate of a *years course in the*

high school, and that she is a suitable person in character, talents and attainments to be received as a pupil in the state normal school at

Principal

———————————190

CONNECTICUT SCHOOL DOCUMENT

No 20 — 1908

(WHOLE NUMBER — 321)

Town management of schools

1908

MEMBERS

OF THE

STATE BOARD OF EDUCATION

1908

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OFFICE

ROOM 42 CAPITOL Hartford

ASAHEL J WRIGHT *Chief Clerk* Hartford

January 1909

DISTRICT AND TOWN MANAGEMENT OF CONNECTICUT SCHOOLS †

By Howell Cheney

In pursuance of your instruction to gather all the data possible bearing on district and town management of schools and to report the same, with recommendations for future legislation, we submit the following.

Most of these data are well known to this committee, and many of the deductions are commonplace observations which have been said over and over again until they cannot be put in any fresh shape. We only present them in the hope that a grouping of all the data possible may be of assistance in presenting the subject more intelligently to the public.

As regards the government and maintenance of schools, the towns of the state may be classified under three heads:

First, where a dual control exists between district representatives having the care of the property and the employment of teachers, and the town board of school visitors with various supervising powers. This is generally called "district management," but might more properly be called "divided district and town management."

Second, those in which the entire school property is vested in the town and the town board of education is entrusted with the sole responsibility for the management of the schools.

Third, those in which not only the property remains vested in the district, but special legislation has secured to the district the entire management of their schools, with no supervision by the town. That is district management pure and simple.

To avoid confusion, we will follow the generally accepted terms and call the first system "district management," the second, "town management," and the third, "independent district management."

* There are seventy-four towns in the state in which the control is divided between the district committee and the board of school visitors; ninety towns which are under town management, and four towns nominally, or parts of towns, under the independent district system; virtually there are a much greater number of towns in which the district management is supreme and the district responsible alone. Such is practically the condition in Hartford where the board

*School year 1907-8.

† A report made to the joint committee on legislation of the Connecticut associations of school boards and school superintendents.

of school visitors devotes itself to the conduct of night schools, vacation schools, garden schools, and schools for manual training. Greenwich, Bristol and Norwalk approximate the same condition in varying degrees; there are doubtless many other towns where the district is practically entrusted with the entire management of its schools.

* In point of population the seventy-four towns under district management represent 300,000 people; the ninety towns under town management, 600,000, and the independent districts, 65,000 — 5/16, 10/16 and 1/16 respectively.

It will be seen, therefore, at a glance that in point of numbers nearly two-thirds of the population are conducting their schools on the town system, and this point should perhaps be borne in mind constantly in considering the subject.

Before going further in explaining the legal status of the various systems, it will be of assistance to consider their historical origin and the traditions more potent than law, of which they are the outgrowth.

Contrary to general belief and opinion the town or community management of schools was the original form of school government, and the commonwealth lived under it from 1639 until 1798.

Historically, the conduct of schools can be evenly divided into five periods, as follows:

First, town control, 1639 to 1712; second, growth and development of parishes, 1712 to 1798; third, district or parish control, 1798 to 1856; fourth, control divided between towns and district, 1856 to 1866; fifth, town management made optional, 1866.

For many years following the original planting of the first towns the simple necessities of defense obliged them to keep within more or less close bounds. All town affairs were necessarily confined within the same limits and each town grew up under its own traditions and with little interference from each other. A law passed in 1702 speaks of "a committee of schools" as already existing, but this appears to be the first mention of such officers in distinction from the selectmen who had heretofore added this supervision of schools to their other duties. From 1710 to 1750 was a period of comparatively rapid increase in population. Prosperity smiled on the settlement and towns were no longer limited to fortification boundaries but grew into outlying societies or parishes. And during all the period of the first half of the 18th century the history of Connecticut to a great extent is the history of the growth of these outlying parishes which radiated from controlling centers.

* See table 1 page 17.

In 1712 a law was enacted "That all the parishes which were already made or should hereafter be made by the General assembly should be provided with funds for maintaining schools within their own limits." At first these parishes were only subdivisions of a town, largely for church and school officers. Sometimes they were separated from their parent towns by great distances; thus the parish of Oxford, now the town of Manchester, was eight miles from East Hartford, with which it was united in town government. Later and for many years it was known as East Hartford Woods. Manifestly under these conditions of distance, poor roads and little intercourse, the advance into ecclesiastical and school districts was proper and necessary, and it was inevitable that these parishes should grow into much the same independence of management in their local affairs as the larger communities from which they were offshoots.

So we find by 1750 the parishes had practically become coordinate with the towns, that is, separate from the town within their own borders in certain affairs. It was inevitable that in process of years these societies, with their own community life and churches and schools, should become established towns. In the government of their own intimate affairs they received little aid and no direction from their parents, but it was not until 1798 that the care of the schools was transferred entirely from the towns to these societies, with which it remained until it was restored in an abbreviated shape to the towns in 1856. But it is a mistake to consider that this transfer of authority to the districts or parishes is parallel with district management in our own days, as we have seen that the olden time parish schools were practically conducted independently of the town, and the development of the parish idea was virtually only an extension of the town idea in church and school affairs. It is not an exaggeration therefore, of the truth to state that it was not until well into the nineteenth century that district government of schools as we now understand it, took shape, and that previous to this time there was but *one system of supervision and one center of responsibility.* All business concerning school affairs, the care of funds, the formation and arrangement of school districts, the appointing of district committees, and, in general, whatever is now done by the towns, was done until well beyond 1798 by the school societies, and the permanence of these school societies was due to quite other causes than the activities of the present district committees.

By 1839 we find the modern idea of a school district had crystallized into definite legislation from which we can recognize the present day parallel.

At this time school districts were incorporated into bodies politic, were given the right to levy taxes, to hold property and to sue and be sued, but it is also observable that from about this time, which is associated in the minds of all educators with the work and influence of Henry Barnard, there was a direction towards town control, which culminated in the law of 1856 under which we are now practically working. This was intended to have the effect, as the educational history of the time shows, of putting the government of schools back into the hands of the town committees, but unfortunately all the traditions and thought of community life were so strong that it was impossible to disassociate themselves from the idea of local self-government in school affairs, and when the towns were given the supervision of schools it was coupled still with the district appointing of teachers. The matter was long fought over in the legislature, and it is possible to read into the final legislation one of those compromises which are so often so futile in their results. In any event, from the date of the passage of this bill in 1856, the matter has been in the thoughts of many legislatures and has been repeatedly before them in formal shape.

Finally in 1866 a law was passed making town management optional. This question has been the subject of frequent attempts to be made compulsory. It has been acted upon formally in at least three legislatures, that of 1887, 1889 and 1900, and very possibly at other sessions. Practically every law has been more or less consciously built on the theory that in school affairs the local community should decide according to the dictates of its own conscience. As this is true of the management of educational methods and processes, it is also true in their maintenance and support.

In this historical sketch two tendencies are easily traceable, first, that the community, and I use the word community in its narrow sense, of a collection of families, has had a controlling influence in school affairs. When this collection of families has become so large as to be diversified in interests, it has split itself into divided communities which have continued their intimate interests in the school. This is not only a factor which must be constantly reckoned with in school legislation, but in all Connecticut legislation, and constitutes the first objection to town management of schools. In endeavoring to find a remedy for the more serious defects which have resulted from this community management, we believe it best to frankly recognize its existence and to preserve all that is possible of its power for good.

OBJECTION TO TOWN MANAGEMENT ON THE PART OF THE LARGER TOWNS AND INDEPENDENT CORPORATIONS UNDER DISTRICT MANAGEMENT

As we have shown, two-thirds of the population of the state now have their children in schools under town management and the greatest opposition to making the town management compulsory arises from one-half of the remaining one-third. It was centralized in Hartford and finds like expression in varying degrees of intensity in Norwich, Middletown, Norwalk, Greenwich, Bristol, Naugatuck and Manchester. The roll of these names presents communities in which, in almost every case, the general interest, even the community interest, in schools is strong. The schools are good, in fact, the best schools of the state on an average will be found in these very towns. Many of them are existing under special charters, which are the determination of these groups of people to free themselves from general statutes which prevented their educational growth. Town management in these cases might very possibly make for less public interest and it might not provide schools of as good a standard as those which are now maintained. In some cases there are special endowments which the trustees would be fearful of jeopardizing. In others the question of ecclesiastical control is in the background. None of them present cases of the aggravated evils which are characteristic of the worst results of the district system in towns of less than 10,000 inhabitants. They employ efficient teachers and are willing to pay them wages above the average. Most of their schools are supervised and in all of them with the exception of a few outlying districts, *the unit or district is large enough to make the subject of their government a matter of more general interest and responsibility than is the case in many towns.*

The opposition which Hartford has always carried most strenuously and effectively against town management finds a basis, which I believe does not exist in other towns, in that if the school debt were assumed by the city it would increase the city's indebtedness to a point which might render various school bonds not legal investments for savings banks and trust funds. These securities are now largely held by insurance societies and banks, and any measure which would tend to depreciate their value would arouse great opposition. Also in Hartford and in some of the other larger towns, the fear that some district which is free of debt is in some way going to be burdened with the liabilities of less provident districts is very difficult to overcome. The statute on the subject could not be improved

and does safeguard all interests. Nevertheless it is impossible to destroy the fear of a man who has paid his debts, of being linked in government with one who has not.

A more real basis for Hartford's opposition lies in the strong local pride in the excellence of their schools, and in a fear, quite the reverse of conditions in the smaller towns, that town management might limit them in the generous scale of expenditures under which they now conduct their schools. Independent district management in Hartford stands for something quite unique in the state, and its problems, both of advantages and disadvantages, are entirely different from the problems of the smaller communities arising out of a division of responsibility.

As an outgrowth of the tradition of town supremacy in the legislature, there has crystallized a further principle which has gained general acceptance in that body that a community is the best judge of its own needs and should be given great freedom in carrying them out. Often when the legislature has denied the justice of the general policy, it has been willing to grant it in specific cases, particularly if it were an expression of local independence as against centralized authority. Thus, in enacting in 1856 the law which is the statutory basis of our present system, certain societies which were especially vigorous and independent were practically exempted from its provisions and established as independent districts.

These were the following

1 Middletown, City district
2 New Haven, Westville district
3 Norwich, Town Street district
4 Norwich, West Chelsea district
5 Orange, Union district
6 Norwich, Falls district
7 Waterbury, City district
8 New Haven, City district

The last four are now managed under special charters or extension of charters. New Haven and Waterbury being practically under town management, and Norwich Falls and the Orange Union district remaining under independent control. Later the following independent districts were incorporated under special acts; Norwich, Greenville district, 1899, Manchester ninth district, 1895. Many other towns and cities have had special legislation, some of them special charters, but they have been directed principally at

the method of election of school boards and boards of finance without essentially altering the principle of town management. There now remain eight towns incorporated under special charters, which assure them of independent district management. They have been created by the legislature and certainly could be destroyed by the same authority, though in all legislative discussions the thought has often been expressed that these corporations were sacred bodies politic, independent in school affairs of any power to take away their vested rights.

Your committee advise excepting the incorporated districts and cities and chartered boroughs from any general legislation. And they advise this not so much on account of the opposition which has been explained above, but because they are not subject to the aggravated evils of district management which we are trying to bring to your attention. In the case of the incorporated districts, they have become incorporated to escape these evils, and town management would change the name without materially altering their form of government. In the case of the cities and boroughs either the charters or local traditions have established good schools under responsible boards. And inasmuch as you cannot guarantee them better schools you should not disturb them in the exercise of special rights which the legislature or strong public opinion have created.

OBJECTIONS TO TOWN MANGEMENT BECAUSE OF INCREASED EXPENSES

In discussion of this subject two issues have been confused. Consolidation of schools does not always mean the abandoning of the little schools and the bringing of children into central or consolidated schools. This idea is most frequently connected with it and it will be necessary to show that such is not necessarily the case. Improved schools and facilities of course mean increased taxation and expense. Instead of denying this it is best to frankly acknowledge it and to show the very vital need, even the absolute necessity, of better school accommodations, particularly in the smaller communities. There the question has been postponed and delayed until it has been said without exaggeration that "the barns for cattle are better than some of the schoolhouses to shelter the children." The question of increasing taxation is one which all communities are prone to postpone. This tendency is exaggerated in the small school districts, because the laying of a tax is a complicated process. The grand list of the town assessors is often used as a basis, but the district lines cross farms and the work of determining just how much of a farm lies in a district, and how much of a man's personal prop-

erty may be assessed in the district, is intricate and often requires better business and clerical skill than the district possesses. If the work is not done well, there is complicated work for the board of relief. Then comes the collection of the tax, bonds for the collector, etc. The result is that taxes for the erection of a new school building, or for the repairs of an old one, are postponed as long as possible. The facility with which these conditions can be reversed under town management can be easily urged against the argument of increased cost. But the condition of the rural school buildings in Connecticut today is the strongest argument against the objection.

OBJECTIONS TO TOWN MANAGEMENT BECAUSE OF FEAR OF CENTRALIZING POWER

The state is making increasingly liberal contributions for the maintenance of schools and it seems certain that the ratio of state contributions to local contributions is bound to increase rather than decrease. A great benefit to be derived from town management will be that the state can more directly and efficiently supervise the spending of this money if it is dealing with one responsible committee, rather than with a collection of individuals representing the districts. But to offset this advantage there has been a determination, expressed in every legislature against any extension of the state's power to supervise the spending of this money. The greater part of this is the simple expression of the tradition of local independence which we have repeatedly emphasized. But your committee feel bound to report that a serious handicap to the extension of improved educational methods is the fact that the towns interpret this as putting more power into the hands of the state board of education. We believe that any body which efficiently supervised the spending of the state's money in the small towns would draw against itself the same opposition that is crystallized against the present state board of education. This is unquestionably true, yet it does not alter the fact that educational improvement and particularly town management would receive a powerful impetus if the board of education could be brought more into the confidence of the legislature. If the influence of the board could be enlarged by the addition of men who stand high as educational authorities the opposition might have the same theoretical basis; it certainly would not have the same spirit. Such men can certainly be found in Connecticut and no straighter road exists to securing the confidence of the legislature than their appointment.

ARGUMENTS IN FAVOR OF TOWN MANAGEMENT

A careful study of the statistics shows very wide differences of conditions between towns of the same size, and one is at first inclined to feel that improved school conditions are largely a matter of local public spirit and support. There are striking examples of shameful economy and generous support under both town and district management. Hartford, as far as statistics and local conditions go, should be classed by itself. It has been exceedingly generous in its support of schools, but at the expense of future generations, as its indebtedness of $1,600,000 is over one-third of the total estimated school indebtedness of the state. Such future generosity and resulting conditions cannot be fairly compared with Bridgeport, a town of approximately the same size, under town management, which has tried to follow the policy of paying as it went. Also, the high average of teacher's wages in Hartford is materially raised by the unusual number of principals and superintendents, so that the wages of classroom teachers cannot be easily compared with those from schools under town management and single supervision. As we have pointed out before, the town of the largest size under the district system as well as the independent districts are all *expressions of peculiar local conditions,* and in order to get any safe general average between the town and district system, we will have to disregard the cities and take only those of less than ten thousand inhabitants. These towns represent a population census of 1900, of 193,759 under town management, and 121,077 under district management; 26,470 children are in average attendance in the former system and 20,783 in the latter. A comparative study of the figures of these two groups (as drawn from the returns to the state board of education for the year 1907-8) presents the following facts:

SUPERVISION

* *45% of the children under the district system are taught under some form of supervision, against 61% under town management,* but this difference of percentage, considerable as it is, bears but a slight relation to the much greater efficiency of supervision under town control. A superintendent can never do efficient work in our smaller communities until the town school board, *to whom alone he is responsible,* has charge of the hiring of the teachers whom he supervises. A capable and efficient man is constantly hampered, where even his advice is not necessarily sought, in the appointment of teachers whom he is to supervise and in the laying out of the work which he is to direct only in an advisory capacity.

* See table 5 page 18.

SMALL SCHOOLS

Under the district system twenty-five out of every hundred pupils are in schools of twenty or less and twelve out of every hundred † are in schools of ten or less. *Under town control the number of pupils in small schools is about one-half the number per hundred that it is in the district system.* This demonstrates the tendency under the district system to continue the small schools where the poorest teachers are employed at the lowest wages.

TEACHERS' WAGES

The average wages of all teachers under the *district system* in * towns of less than 10,000 inhabitants is *6 3/4% less than under town control.*

In the small country towns where the teachers are appointed by † the district committeemen there are *11,719 children or 55% of the total who are taught by teachers receiving less than $10.00 per week.* Fifty-five out of every one hundred children are instructed by the teachers in the towns of less than 10,000 inhabitants under the district system, whose labor has the same market value as that of the medium class of laborers who land by to-morrow's steamer. Thirty-five out of every one hundred receive the same class of teachers under the town system. *Fourteen out of every one hundred are taught by teachers † receiving $8.00 per week, and thirteen at $9.00 per week against five and nine respectively under town management.* The older Italian and German children who are coming into our back country farms are worth as much as laborers as the teachers who instruct them. Nor is this all; these poorly paid teachers under the district system are in some cases paying some of the maintenance expenses out of their own pockets. The desire to engage a relative, the item of board and lodging, the possibility of profit on a few cords of wood, may become factors in the election of a committeeman, and his selection of a teacher. Towns which are receiving state aid under the average attendance grant must expend this money on salaries, but some district committeemen have not hesitated to swear that the money went to salaries, though the teacher was engaged with the understanding that she should supply the fuel, have repairs made at her own expense, and supply whatever writing paper, pens, ink and crayon she needed. Such practices are hardly possible under the town system because it could not but be a matter of general knowledge.

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†See table 5 page 18.
*See table 4 page 18.

QUALIFICATION OF TEACHERS

Under town supervision 51% of the teachers are graduates of † *normal schools and colleges against 36% from district selection.* 31% are reported under state certificates under town management, against 22% for district system; and 5% more of the district teachers are engaged under board certificates alone than town management teachers.

THE AVERAGE EXPENSE PER PUPIL

This does not differ radically between the two groups under con- * sideration. It is $27.73 per pupil under town management and $26.58 under district control or 5% less. *In reality it cannot be questioned that the efficiency of* $26.58 *is much less under the district system than under the town, because the schools are smaller.* $25.00 per pupil in schools of 40 each, will accomplish more than the same amount in schools of 20. 13 1/2 pupils out of every one hundred under the district system are maintained at an expense of less than $20 per pupil, against eight out of every one hundred under town control.

AVERAGE ATTENDANCE

The ratio of average attendance to enumeration is practically the same in both classes, in fact, in all classes. This is probably accounted for by the work of the special state attendance officers in small towns as an offset to the activities of the truant officers in the larger places.

VALUE OF SCHOOL PROPERTY, NEW BUILDINGS AND REPAIRS

§ Under district control the property remains in the hands of the district representatives, and the argument has been frequently advanced that this made for greater local interest, not only in the school work but in the buildings and equipment. In the latter regard, such is not the case. *Under town control the value of the property, per 100 of population is 18% greater, and per $1,000 of grand list, 28% greater, than under district management. While at the same time the indebtedness is only one-third as large.* If we subtract the indebtedness from the value of the property, and make an allowance of 25% for the mergence of school debts in town debts, it can be shown that the town system has paid for and owns in its own name, buildings and equipment worth 25% more per unit of population and grand list, than does the district system. A statement of this fact sounds like an exaggeration, but can be amply substantiated. It must be qualified

† See table 4 page 18.
* See table 5 page 18.
§ See table 6 page 19.

by the understanding that we do not mean that the absolute value of these properties is necessarily worth so much more, but that in proportion to their means, judged by population and grand list, the towns have contributed 25% more. It is easy to infer from this that the equipment is actually so much better under the town system than under the district, and anyone who is acquainted with the conditions in the district towns, as regards buildings and supplies, might not hesitate to place the ratio at a much higher figure. We know of no way of measuring than by an absolute standard. But so far from district control having made for liberality in equipment in proportion to its means, *it is unquestionably true that it is the greatest obstacle to the providing of the absolutely necessary material means for conducting good schools.* Not only have they been parsimonious to a degree in providing the proper equipment, but they have largely increased their indebtedness over the town system.

In the matter of new buildings and repairs the town system con-† tributes 11% per person more than does the district system and 24% more on the basis of their grand list. Even Hartford, which is so often justly cited as an instance of liberal support of schools, can make no better showing than Bridgeport on the basis of population and grand list, if we subtract its indebtedness from the value of its property in order to obtain an equal basis for comparison. As we have pointed out before, in small districts the difficulties of assessing and collecting a tax to cover the cost of the absolutely necessary repairs and enlargements, are a very serious obstacle to improvements. It is a frequent custom to borrow money on short term notes until the indebtedness has reached a sufficient figure to make the collection of a tax economical. But when this time arrives, small communities, like large ones, have a habit of refunding their debts instead of paying them off, which accounts in some measure for the district habit of placing the burdens on prosperity instead of paying as they go.

STATE AID AND LOCAL SUPPORT

** 71% of the cost of schools under the district system is paid from the proceeds of local taxes and 22% by the state against 18 1/3% by the state, and 77 1/2% by the towns in which the schools are under town control.* Expressed in another way, the district towns raise $3.23 for every dollar they receive from the state, while the town management secures $4.20 to every dollar received from the state. Here again community interest does not seem to have made for increased financial support from the district system. But if we test these figures by their ability to pay we find a greater parity

† See table 6 page 19.
* See table 3 page 17.

of interest than in any other instance, in proportion to their means. We find that the consolidated communities contributed by local taxes 6 1/2% less per person, but 6% more per $1,000 of grand list than the district systems did. But it is generally true in Connecticut that the smaller the towns, the greater is the undervaluation of their grand list, which would increase the above ratio against the district towns. Especially is this true of towns which under the average attendance grant are required to raise a four mill tax before they can receive any state aid. It may be difficult to prove by any absolute figures that the town system has contributed more liberally in proportion to its means to salaries and maintenance; but it would be impossible to find in the figures justification for the argument that divided responsibility under district control has made for more liberal support.

RECAPITULATION

For the sake of greater definiteness your sub-committee here restate their general conclusions:

(1) A division of responsibility in the government of schools is neither the logical nor the historical system of school government in Connecticut.

(2) Such a division of authority as is exemplified in our district system has been abandoned in every other state in the union.

(3) The continuance of the district system in Connecticut can only be justified in towns in which either local custom or special legislation has in effect nullified the division of authority by centering the responsibility in one efficient, competent board.

(4) The district system as it exists in towns of less than 10,000 inhabitants in Connecticut results in the following evils:

(*a*) It decreases the interest in schools measured by the communities' contribution in taxes, either absolutely or in proportion to their ability to pay.

(*b*) It increases the indebtedness.

(*c*) It results in much poorer schoolhouses and equipment, and in parsimony or niggardly economy in repairs and renewals.

(*d*) It tends to scatter children in small schools instead of gathering them into larger and more efficiently managed groups.

(*e*) It makes supervision less efficient.

(*f*) It employs a lower grade of teachers measured by their relative wages, and also by their certificates of preparation.

(*g*) The election of an entire district committee annually

makes a continued policy of improvement impossible and leads to more frequent changes in teachers.

(*h*) The district system results in a smaller expenditure per pupil, and in a much less efficient use of the money expended.

(*i*) It increases the amount paid by the state as against the amount paid by the town.

(*j*) It multiplies the number of school officials by the number of districts in the town and decreases their responsibility proportionately.

Finally. A system which has outlived the isolation of communities which gave it birth; which has been abandoned in every other state, which makes for a less efficient expenditure of money, poorer teachers, unsatisfactory supervision, poorer schoolhouses, insufficient equipment, less maintenance, less interest on the part of the community and a decidedly lower standard of results, should no longer be continued in Connecticut.

Signed,

HOWELL CHENEY.

TABLE 1

TABLE 1 Population, grand list, value of school property and indebtedness.

Description	Population	Grand list	Value of school property	Indebtedness
1	2	3	4	5
Towns and cities of over 10,000 inhabitants under town management, ...	378,182	$330,992,745	$7,490,808.81	$2,033,972.36
Towns and cities of over 10,000 inhabitants under district management, ...	122,495	100,379,975	3,942,007.00	1,773,036.00
Towns and cities of less than 10,000 inhabitants under town management, ...	193,759	108,162,729	1,723,517.68	211,773.24
Towns and cities of less than 10,000 inhabitants under district management, ...	121,077	77,561,608	880,233.51	397,109.26
Towns, cities or districts incorporated under special acts, .	59,719	42,145,659	989,950.00	266,582.54

TABLE 2

TABLE 2 Enumeration, average attendance, and number of small schools

Description	Enumeration	Average attendance	Districts with average attendance of 20 and over 10	Districts with average attendance of 10 or less
1	2	3	4	5
Towns and cities of over 10,000 inhabitants under town management, ...	103,652	58% 59,955	9	5
Towns and cities of over 10,000 inhabitants under district management, ...	30,998	60% 18,547	....	....
Towns and cities of less than 10,000 inhabitants under town management, ...	44,383	60% 26,470	169	92
Towns and cities of less than 10,000 under district management, ...	33,784	61% 20,783	231	179
Towns, cities or districts incorporated under special acts, .	14,736	63% 9,297	6	4

TABLE 3

TABLE 3 Receipts and expenses and cost per pupils in average attendance

Description	EXPENSES			RECEIPTS			Expense per pupil average attendance
	Salaries	Maintenance	New buildings and repairs	From state	From town	Miscellaneous	
1	2	3	4	5	6	7	8
ıs and cities of over ooo inhabitants under wn management, .	58.1% $1,113,773.28	21.2% $405,655.61	20.7% $397,060.63	12.02% $233,267.00	83.72% $1,625,225.76	4.26% $82,784.98	$27.03
ıs and cities of over ooo inhabitants under trict management, .	56.8% 445,663.01	18.1% 141,761.32	25.1% 196,483.92	9.19% 69,745.50	85.28% 646,969.98	5.53% 41,977.63	28.60
ıs and cities of less ın 10,000 inhabitants ler town management,	59.1% 472,551.24	26.1% 208,893.76	14.8% 118,340.14	18.3% 143,853.30	77.5% 606,749.13	4.18% 32,750.34	27.73
ıs and cities of less .n 10,000 inhabitants ler district management, ...	67.7% 394,914.05	21.2% 123,759.90	11.1% 64,593.74	22.04% 125,608.03	20.89% 403,918.89	7.06% 40,229.16	26.58
ıs, cities or districts orporated under spe- l acts, ...	64% 159,693.91	26.7% 66,884.35	9.3% 23,130.58	12.76% 33,689.34	78.22% 206,372.26	9.02% 23,794.39	25.07

TABLE 4

TABLE 4 Wages and qualifications of teachers

Description	Number of teachers		Average monthly salary		QUALIFICATION OF TEACHERS College graduate	Normal graduate	State certif.	Other certif.
1	2		3		4	5	6	7
Towns and cities of over 10,000 inhabitants under town management, .	103	1,702	$133.23	$55.23	182	60% 1,075	189	851
Towns and cities of over 10,000 inhabitants under district management, .	56	585	120.73	56.80	84	74% 389	81	617
Towns and cities of less than 10,000 inhabitants under town management,	70	1,048	86.38	40.56	125	51% 447	348	871
Towns and cities of less than 10,000 inhabitants under district management, ...	78	933	81.50	37.81	79	36% 298	232	841
Towns, cities or districts incorporated under special acts, ...	21	282	101.80	45.65	35	60% 145	103	157

TABLE 5

TABLE 5 Pupils taught under supervision, and with no supervision; by teachers whose average weekly wage is less than $8.00, $9.00 and $10.00; at an average yearly expense of $18.00, $20.00, $22.50 and $25.00 per pupil.

Description	No children taught under supervision	No children taught with no supervision	No children inschools of not less than 10, or over 20	No children inschools of 10 or less	Children inschools where average wage is less than $8.00
1	2	3	4	5	6
Towns and cities of less than 10,000 inhabitants under town management, . .	61% 16,210	39% 10,266	9.6% 2,535	3.1% 828	4.9% 1,292
Towns and cities of less than 10,000 inhabitants under district management, .	45% 9,406	55% 11,377	16.7% 3,465	8% 1,611	13.8% 2,882

TABLE 5—(*Continued*)

Description	Children inschools where average wage is less than $9.00	Children inschools where average wage is less than $10.00	Children taught at average expense of less than $18 per pupil	Children taught at average expense of less than $20 per pupil	Children taught at average expense of less than $22.50 per pupil	Children taught at average expense of less than $25 per pupil
1	2	3	4	5	6	7
Towns and cities of less than 10,000 inhabitants under town management, . .	9.4% 2,492	21% 5,676	7.2% 1,909	1% 231	21.5% 5,699	21.5% [illegible]
Towns and cities of less than 10,000 inhabitants under district management, . .	13.4% 2,790	28% 6,047	8.9% 1,853	4.4% 923	18.4% 3,833	15.8% 3,[illegible]

Table 6

Table 6 Value per $1,000 of grand list and per 100 of population of school property, indebtedness, taxation, new buildings and repairs.

Description	Value of school property per 100 of population	Indebtedness per 100 of population	Value of school property per $1,000 of grand list
1	2	3	4
Towns and cities of less than 10,000 inhabitants under town management, . .	$889.78	$109.33	$15.93
Towns and cities of less than 10,000 inhabitants under district management, .	727.46	328.19	11.34

Table 6—(*Continued*)

Description	Indebtedness of school property per $1,000 of grand list	Local taxation per 100 of population	Local taxation per $1,000 of grand list
1	2	3	4
Towns and cities of less than town management, .	$1.95	$31.31	$5.61
10,000 inhabitants under district management. .	5.12	33.36	5.21

Table 6—(*Continued*)

Description	Cost of new buildings and repairs per 100 of population	Cost of new buildings and repairs per $1,000 of grand list
1	2	3
Towns and cities of less than 10,000 inhabitants under town management, . . .	$61.07	$1.09
Towns and cities of less than 10,000 inhabitants under dstrict management, . .	53.34	.83

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